THE Nation's Schools

The Magazine of Better School Administration

January

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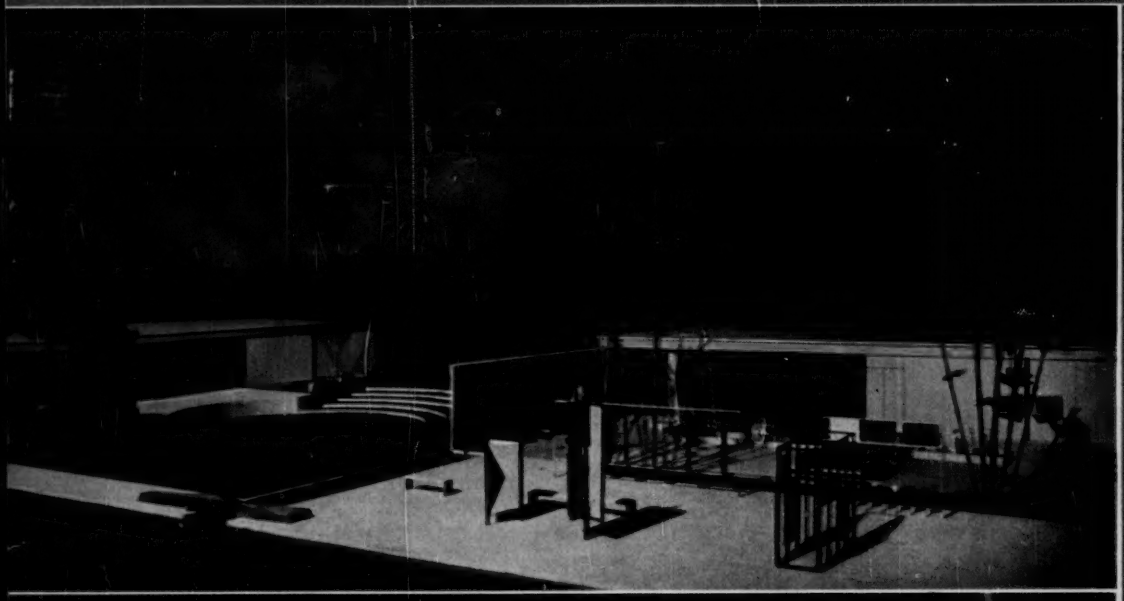
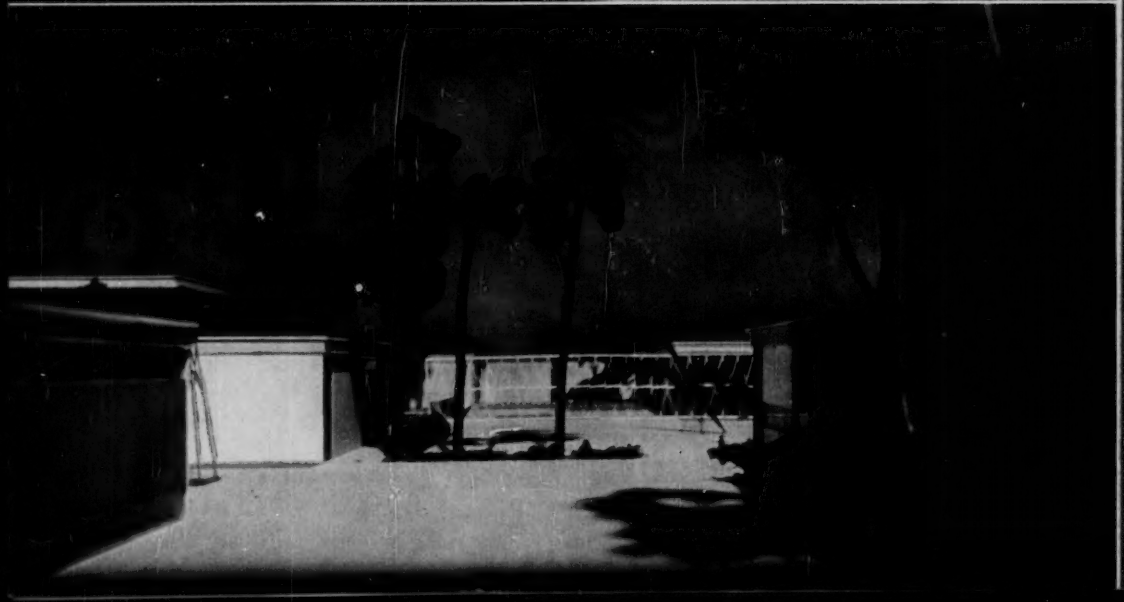
The Staff and Stuff of Education
Johnny Could Read Better
A City of Community Schools
Open House for Nonparents
Saving Money on School Bond Sales





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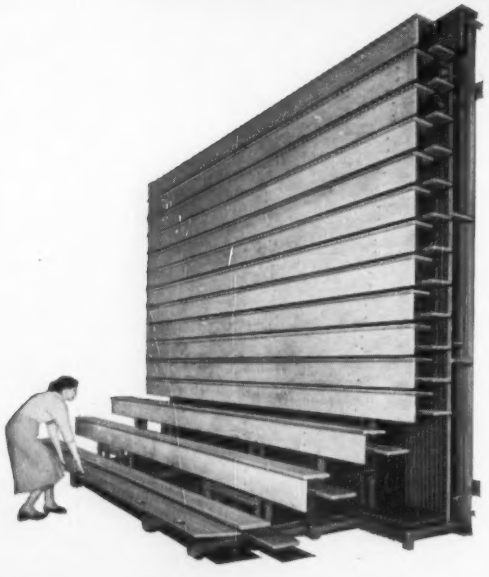

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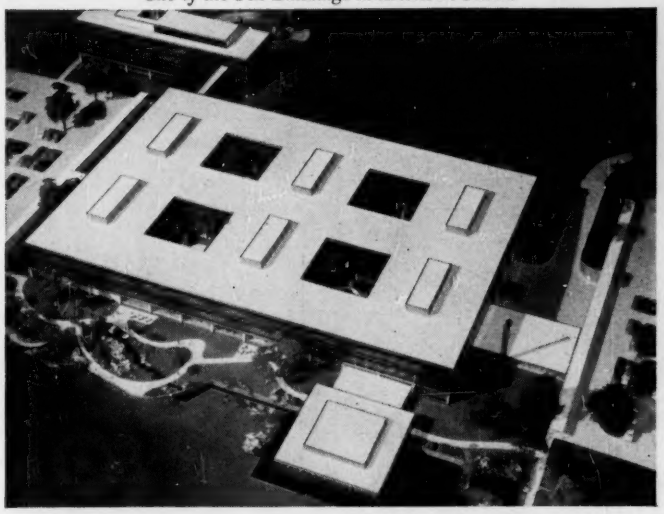

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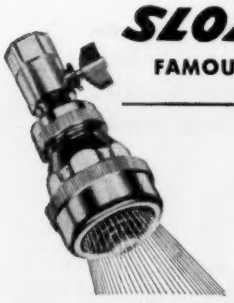

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THE Nation's Schools

JANUARY 1958

THE MAGAZINE OF BETTER SCHOOL ADMINISTRATION

Vol. 61, No. 1

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THE ADMINISTRATOR'S *Clinic*

Down with organization overload . . . Make teacher promotion real . . . Review foreign language program

By CALVIN GRIEDER, professor of school administration, University of Colorado

Fewer organizations, please. One of the phenomena of life in the United States is the urge to organize, to form new organizations catering to every conceivable group interest.

The multiplication of organizations, with their meetings, dues and activities, imposes demands that eventually become burdensome. In his book, "The Organization Man," William Whyte devotes considerable space to Park Forest, Ill., where there are so many organizations that people can't even get to meetings of all the groups they belong to. This is by no means a unique situation.

The profession of education has also fallen prey to the urge to organize—or rather overorganize. There are associations for every possible interest group within the profession, of local, state or national scope, and some in between. Most of them are not, as I tried to point out last month, really professional, since anyone who remits his check for dues is admitted.

Of course, in an occupational group as large as education there is room for a good many organizations. However, three questions come to mind as to the wisdom of proliferating educational associations:

1. Would not fewer organizations be stronger—stronger in membership and finances?

2. Does not the tendency to create ever more associations serving narrow professional interests unduly break up the profession?

3. How many organizations can any one person be expected to support and be active in?

Fewer organizations, with professional standards of admission and higher dues, would probably be more effective. Educators could focus their energy on fewer activities instead of trying to keep up halfway with numerous association programs and with excessive demands on their time for meetings and committee work.

I don't know how many professional outfits a person should affiliate with. I suggest to prospective teachers in my classes something like this, which could be adapted to others:

A state education association.

A general national teachers group.

One, perhaps two, organizations serving specialized professional interests. (It is among these that the greatest solicitation for members exists. One can decide which offer most. Many such groups could consolidate.)

One professional or honorary fraternity, if applicable.

Dyed-in-the-wool organization men will no doubt regard such advice as un-American or subversive. My point is that association membership should furnish both a channel for contributing to improvement of a profession's status and a means of upgrading one's own work; it should not be so overextended that it becomes an incubus.

Teacher promotion should become a reality. The usual way of "promoting" teachers is to take them out of their classrooms and appoint them to principalships or supervisory positions. Advancement on a salary schedule rightly is not considered as promotion because it is automatic or nearly so, with little or no evaluation of service.

In most lines of work one of the bases of job satisfaction is provision for recognition of good performance by promotion. It should be possible to promote people without making them change their careers.

If teachers and administrators are interested in making available to teachers the possibility of winning promotion *in teaching*, some scheme of evaluation is called for. The proposal for academic ranks which I made in these columns in October 1956 meets this requirement. It gives meaning to the now empty phrase "teacher promotion."

Its adoption would tend to keep good teachers in teaching by recognizing above average and distinctly superior performance. It would relieve many fine teachers of the necessity to move into administration and supervision in order to gain professional and financial advancement.

Schools should review their offerings in foreign languages. The study of modern foreign languages, if it is conducted well, undoubtedly is important for cultivating an understanding of peoples and cultures other than our own. It is strange that such attention as is given in high schools to foreign languages is focused exclusively on Spanish, French and German (the last a poor third), while no attention is given to Chinese and Russian. Colleges also are dragging their heels on Russian and Chinese.

Maybe it is not so strange in some ways. The three most popular languages are closely related to English, and our cultural heritage owes much to the lands in which they are spoken. The emphasis on Spanish, French and German evolved during an era of Western European dominance and self-centered complacency. The Orient and Eastern Europe were pretty well closed to cultural contacts and were thought of as beyond the pale of our concerns. A one-world philosophy had not yet emerged.

But the fact that we have always had close connections with Western Europe does not mean that we should ignore other nations. For me it means just the opposite. We ought to encourage the study of languages and cultures of which we know little or nothing. That way horizons are extended, and suspicion rooted in ignorance can be combated by knowledge.

About one-third of the earth's people are governed by China and Russia. Our ignorance of both is appalling. The study of their languages by itself would not remedy this vast deficiency but it would be a big help. Language study today is supposed to include some work in the history, geography and culture of the people, not merely the language.

One of the brakes on changing the foreign language pattern is the lack of qualified teachers for both the secondary and college programs. This shortage can be corrected in a few years if we make up our minds to it.

At best only three or four languages, besides Latin, can be taught; in many schools only one or two can be justified. It seems to me that the time has come for American schools and colleges to review very critically their offering in foreign languages and to take steps to change it to fit better the needs of our day.

Spanish probably should retain high favor because of our close relations with Latin-America. Russian may well be given coordinate status. German would be my third choice now, but in two decades it may likely yield place to Chinese. French has been slowly declining as a language of world importance, and there is nothing in sight to change the trend. (Lest any readers think I am a francophobe may I say that my undergraduate major was French and that I still read it with pleasure.) Some day, when India develops a common language, it too may contend for our interest. #

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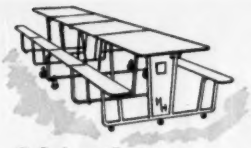

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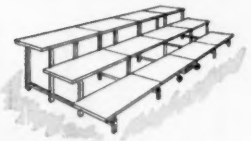

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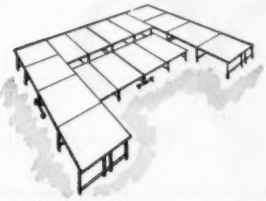

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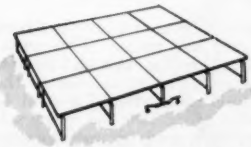

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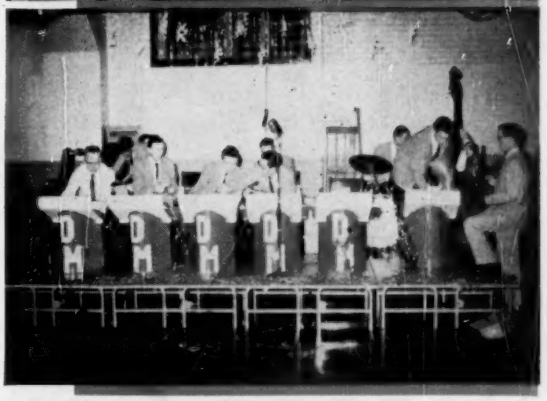

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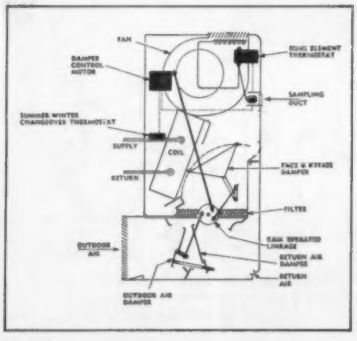
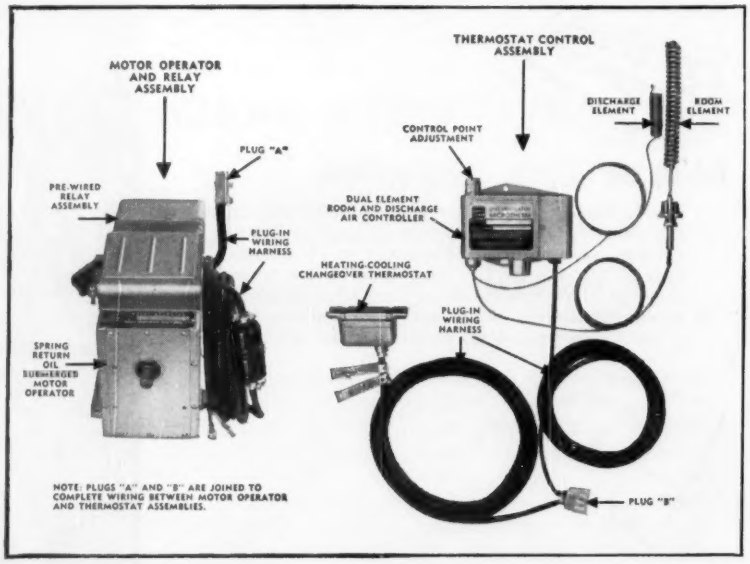
Control change-over from heating to cooling is automatic. The strap-on thermostat, mounted in each unit and set to change over at 65° F., senses whether the supply medium is hot or chilled water and activates the unit ventilator control system accordingly. The spring return motor operator insures positive closing of the outdoor air damper on fan shutdown and assures maximum convection during night cycle when fans are stopped.




MOTOR OPERATOR AND RELAY ASSEMBLY
THERMOSTAT CONTROL ASSEMBLY
DISCHARGE ELEMENT
ROOM ELEMENT
CONTROL POINT ADJUSTMENT
PLUG "A"
PRE-WIRED RELAY ASSEMBLY
DUAL ELEMENT ROOM AND DISCHARGE AIR CONTROLLER
PLUG-IN WIRING HARNESS
HEATING-COOLING CHANGEOVER THERMOSTAT
PLUG-IN WIRING HARNESS
SPRING RETURN OIL SUBMERGED MOTOR OPERATOR
NOTE: PLUGS "A" AND "B" ARE JOINED TO COMPLETE WIRING BETWEEN MOTOR OPERATOR AND THERMOSTAT ASSEMBLIES.
PLUG "B"

DUAL-ELEMENT THERMOSTAT

The single dual-element, unit-mounted room thermostat gives precise control of both room and discharge temperatures under all conditions that cannot be equaled at the same cost by any other type of system. Note also that the dual-element thermostat, being mounted within the unit, is immune to tampering by unauthorized personnel, chalk-dust and dirt problems, difficulty in finding wall space for mounting thermostat, etc., thus eliminating all the thermostat problems usually associated with school classroom control.

Either ASH&AE cycle "X" or "Y" can be achieved through a single control motor operating the standard cam-operated linkage to sequence the OA, RA, and face and bypass dampers. Standard linkage is available for fixed minimums of 0%, 20%, 24%, 33⅓%, 50%, and 100%.

ENTIRE PACKAGE FACTORY-MOUNTED

The entire control package is installed on the unit ventilator by the manufacturer at his factory prior to shipment, but the local Barber-Colman comfort engineer assumes complete responsibility for the controls and their proper operation. If service should ever become necessary, the replacement of a defective component is fundamentally simplified as the plug-in cable wiring harness allows field removal and replacement of any component in a matter of minutes.

Advantages of the face and bypass-type unit ventilator are many. The possibility of installing the face and bypass unit at relatively the same cost as the older standard units should appeal to everyone who recognizes the many advantages of face and bypass control. To get the complete unit ventilator control story, including all data and specifications, call your local Barber-Colman comfort engineer or write direct for Data Sheet F 8527.

BARBER-COLMAN COMPANY

Dept. A, 1353 Rock Street, Rockford, Illinois • Field Offices in principal cities

Automatic Controls • Air Distribution Products • Small Motors • Industrial Instruments • Aircraft Controls • Electrical Components • Overdoors and Operators • Molded Products • Metal Cutting Tools • Machine Tools • Textile Machinery

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NO NEED to scream your lungs out.

JUST point your Audio Hailer at the person or group you want to reach—press the trigger—and speak in a normal tone.

Instantly, Hailer *projects* your message *like a harpoon* . . . up to half-a-mile away!

Yet it is completely self-contained—weighs only 5½ lbs.—operates on standard dry batteries. Audio Hailer is the ONLY *electronic* megaphone, with a genuine vacuum-tube amplifier. Exclusive, patented "anti-feed-back" design makes it *possible* to amplify speech 1000 times, in a compact, one-hand unit.

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NAME_____

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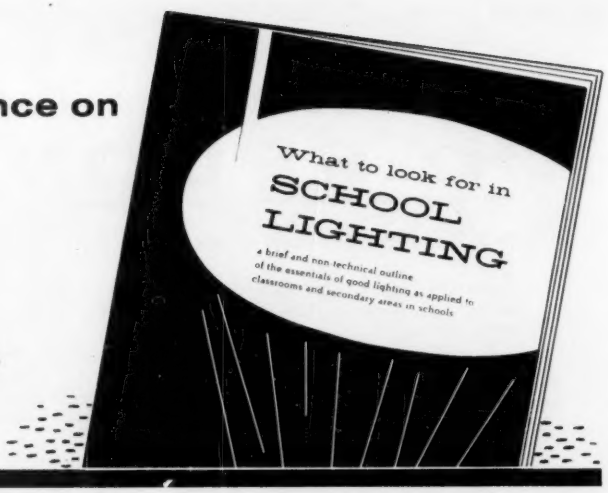
a brief non-technical reference on

School Lighting

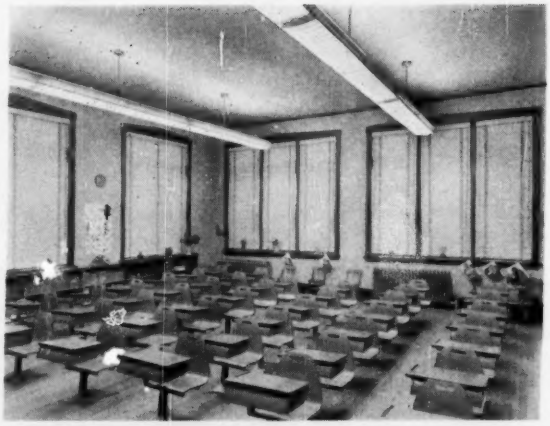

What to look for in
SCHOOL
LIGHTING
a brief and non-technical outline
of the essentials of good lighting as applied to
classrooms and secondary areas in schools

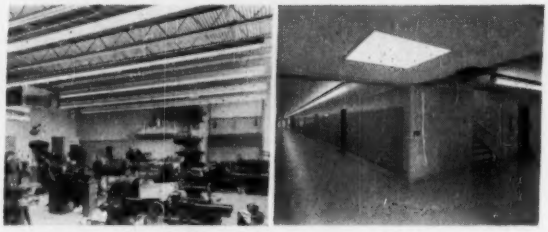
What are the basic considerations in school lighting? How much and what kind of light is needed? What difference does fixture design make?

You'll find the answer to these and many other questions in "What to look for in school lighting". For good school lighting poses many questions . . . encompasses conditions that vary from school room to school room.

This concise brochure is written especially for school executives . . . explains the essentials of good lighting and the different requirements in classroom, corridor, library and other school areas.

Photographs demonstrate the importance of an overall plan to cover the entire range of applications . . . from major requirements such as classroom lighting to minor requirements such as bulletin board and trophy case lighting.

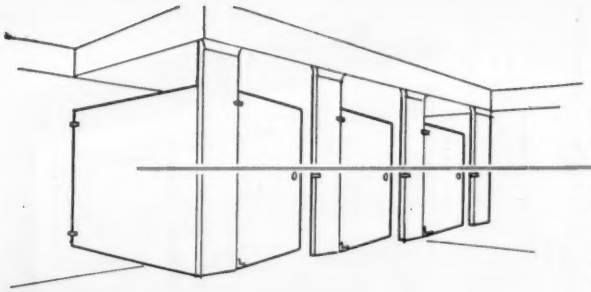




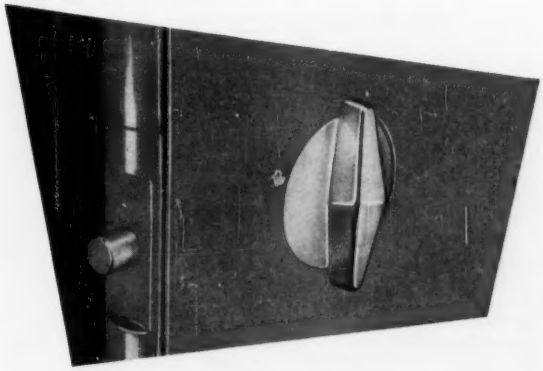
Send **today for your complimentary copy of "What to look for in school lighting".**

GARCY LIGHTING

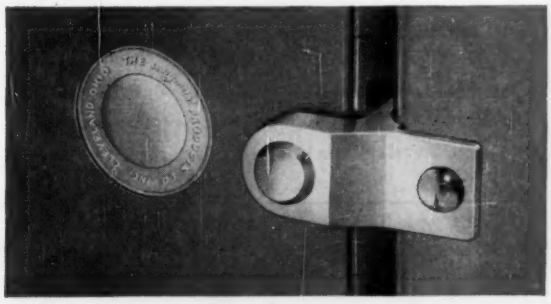
Garden City Plating and Manufacturing Company
2469 Elston Avenue · Chicago 47, Illinois
In New York City 48 West 48th Street
In Los Angeles Garcy Western Corporation, 3912 Broadway Place
In Canada Garcy of Canada, Ltd., 1244 Dufferin Street, Toronto



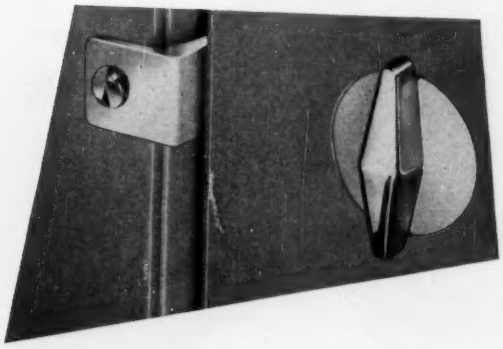
This is where Sanymetal now offers you *another first* in styling, value, engineering...it's the NEW Sanymetal® 8800 *concealed* LATCH



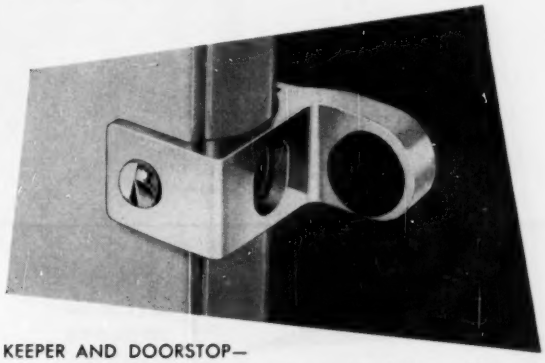
CONCEALED LATCH ASSEMBLY— mechanism is concealed within the door, has mortised face plate, stainless steel bolt. Flush-mounted, finger-tip-control latch handle has back set of 2¾". Escutcheon and latch made forever theft-proof without the use of nuts or bolts.



VIEW FROM OUTSIDE OF THE COMPARTMENT — the handsome escutcheon plate is flush with the door. Exposed parts, made of strong non-ferrous castings heavily chrome-plated, will keep their beautiful lustre for the life of the compartment.



SEEN FROM INSIDE OF COMPARTMENT — latch presents smooth flush lines and minimum projections. Latch handle operates with smooth cam action, has no springs; (tested to 300,000 cycles of operation without noticeable wear).



KEEPER AND DOORSTOP— of universal design, for in- or out-swinging, left or right doors. Keeper quickly applied with one theft-proof bolt, aligning positively without adjustment. Full ¾" rubber bumper held with concealed theft-proof device absorbs closing shock without vibration.

Write for Sanymetal 8800 Concealed Latch brochure, now being prepared, and for Catalog 94, which gives other important details of quality toilet compartment construction.

LOOK FOR THIS

NAMEPLATE WHICH IDENTIFIES EVERY SANYMETAL INSTALLATION

Sanymetal®

PRODUCTS COMPANY, INC.

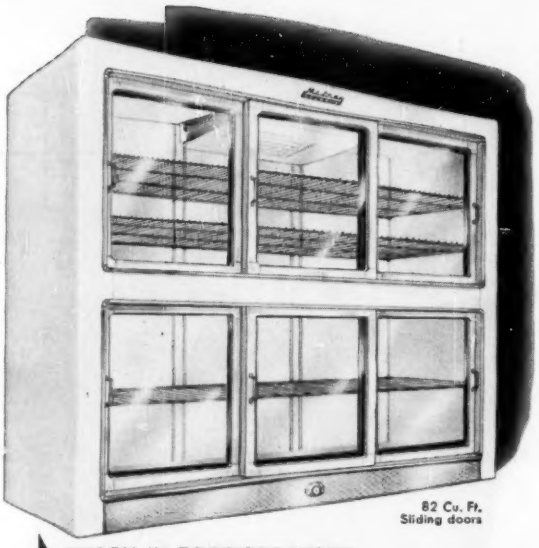
1693 Urbana Road, Cleveland 12, Ohio

Quality Refrigerators by McCRAY

Control Costs

IN SCHOOL CAFETERIAS

Low temperature models to handle frozen foods — normal temperature models to keep perishables fresh. McCray quality repays the original investment quickly through less up-keep costs, less food waste . . . and more efficient use of time and space. McCray's complete line helps you plan for maximum food handling efficiency. The models shown here are just an indication of the wide selection of styles and door arrangements available to you with McCray.



82 Cu. Ft.
Sliding doors

REACH-IN REFRIGERATORS

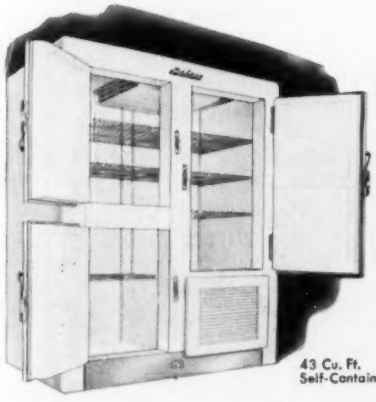
For Remote Installations—Hinged doors, triple-thermopane or solid in full length and sectional arrangements. Capacities 53, 82, 109 cu. ft. Models with sliding triple thermopane sectional doors in capacities of 53, 82 cu. ft.

Self-Contained Models—Hinged doors, triple-thermopane or solid in full length and sectional arrangements. Capacities of 20, 30, 43, 73 cu. ft.

53 Cu. Ft.
Glass door

PASS-THRU REFRIGERATORS

Full length or sectional door arrangements in triple-thermopane or solid. Capacities of 53, 82 cu. ft.



43 Cu. Ft.
Self-Contained

REACH-IN FREEZERS

For Remote Installations—Solid full length or sectional doors. Capacities of 53, 82 cu. ft.

Self-Contained Models—Solid full length or sectional doors. Capacities of 32, 43, 73 cu. ft.

low temperature

WALK-IN COOLERS

With or without floors

Low Temperature Models — In sizes 6'8" x 6'8" to almost any size desired. Heights 7'7" or 8'11".

Normal Temperature Models — in sizes 6'8" x 6'8" to almost any size desired. Heights 7'7", 8'11", or 9'10".

See your McCRAY representative or write for complete information

Over 65 Years of Leadership in Building Dependable Commercial Refrigerators and Freezers

McCray
KOLDFLO

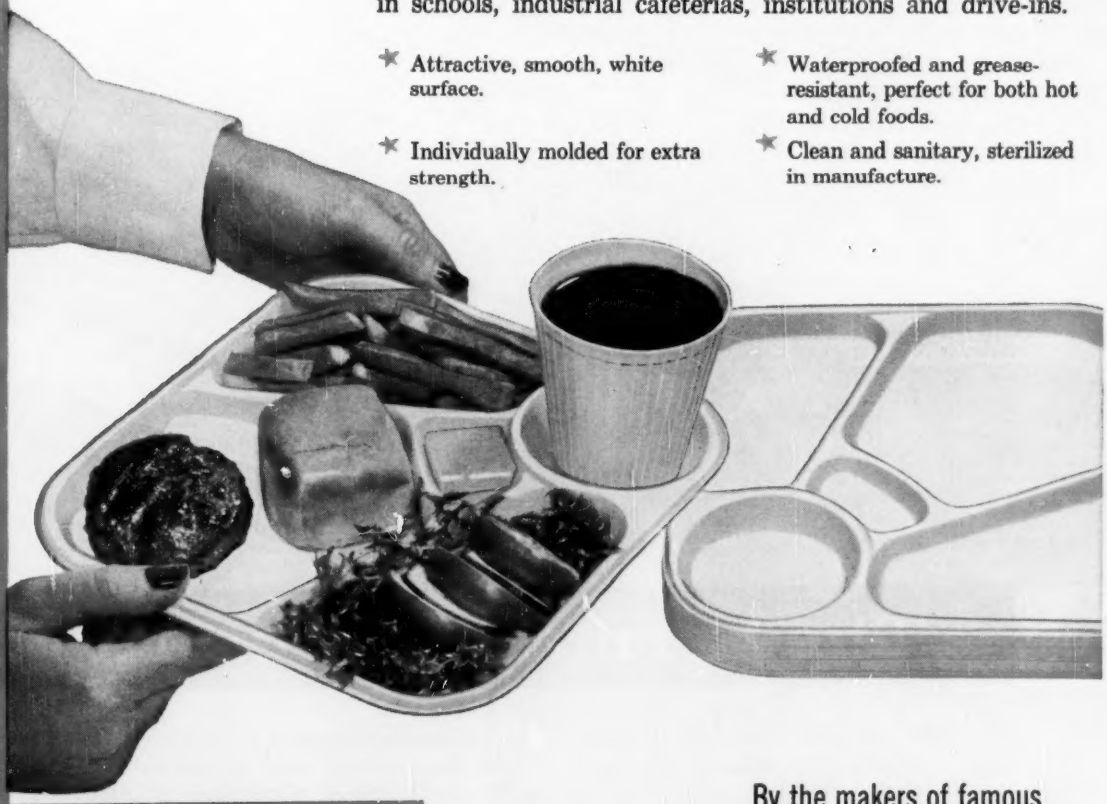
McCRAY REFRIGERATOR CO., INC.
165 McCray Court, Kendallville, Indiana

STANDARD CHI-NET® Square Meal Trays

hold, carry, serve an entire meal including the beverage

The built-in cup compartment in the Square Meal Tray makes it the only truly single-service plate. It has the strength and rigidity to hold a man-size meal without buckling or bending and will hold even salad oils or gravies with perfect safety. Square Meal Trays are ideal for economical mass food service in schools, industrial cafeterias, institutions and drive-ins.

- Attractive, smooth, white surface.
- Individually molded for extra strength.
- Waterproofed and grease-resistant, perfect for both hot and cold foods.
- Clean and sanitary, sterilized in manufacture.



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MOLDED PRODUCTS

By the makers of famous
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Waterville, Maine

Please send complete information on STANDARD CHI-NET® Square Meal Trays.

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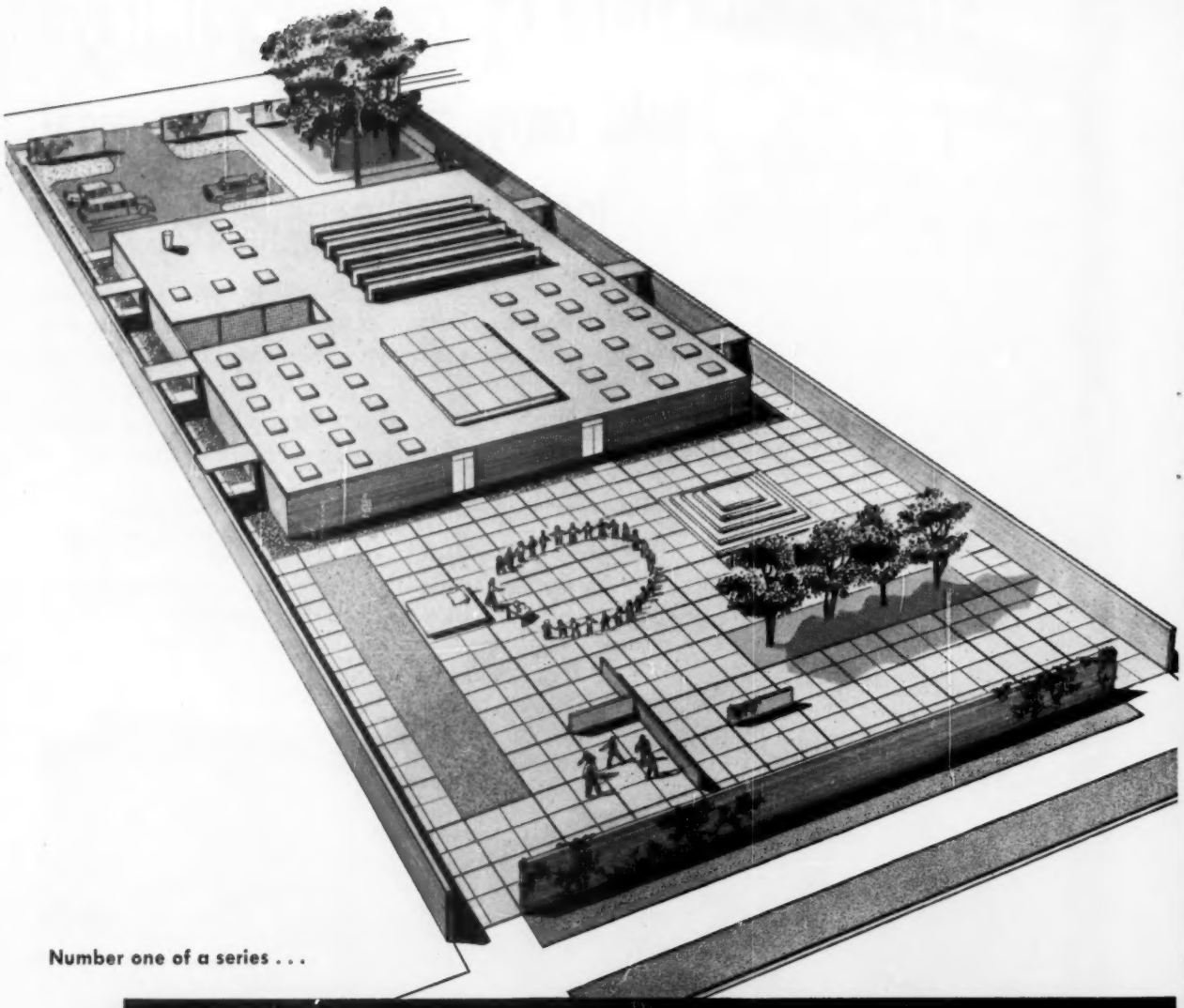
NAME OF FIRM .....

ADDRESS .....



Number one of a series . . .

The herman nelson file of

CLASSROOM AIR CONDITIONING, more and more, is becoming a basic factor in school design. Architects everywhere are recognizing the trend in their structural considerations for school buildings.

Educators, too, are thinking – talking – stressing air conditioning. They have found that classroom temperature, air movement and humidity have a direct bearing on learning and development. They realize that it is just as important that a child be comfortable in hot weather as it is in wintertime.

For these reasons, many schools are already air conditioned, or are planning for it in the future. Throughout the country, the need for air conditioning is being reflected again and again in basic school design. The building plan shown on these pages is an outstanding example.

Does the school you are planning include eventual air conditioning? Think it over. Chances are—it should.

INDOOR GARDEN

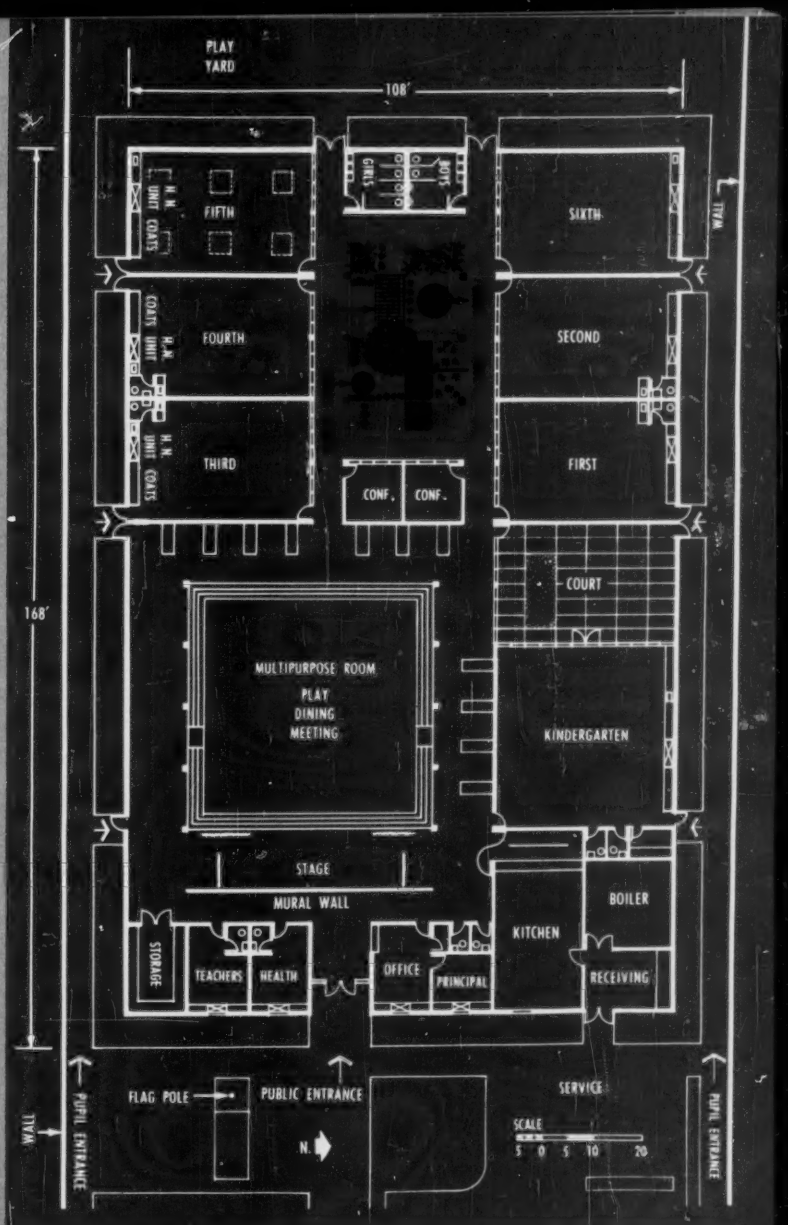
Hellmuth, Obata & Kassabaum designs air conditioned school with the "inward" look

Air conditioning solved the problem of an extremely restricted school site in the middle of a city block for Hellmuth, Obata and Kassabaum, St. Louis architects. In designing this proposed elementary school for kindergarten through sixth grade, they have made telling use of air conditioning as the key to the solution. By treating it as an integral part of the design, they have created a bright, charming educational world-within-a-world for a typical drab city neighborhood.

The entire site is enclosed in a solid masonry wall. The school turns inward and makes its own controlled environment of indoor-outdoor space. Except for the office rooms overlooking the open fore-court, the school has no windows onto the exterior. Instead, each grade classroom has a glass wall opening onto a roofed interior garden, which, like the rooms themselves, is liberally provided with skylights of heat-rejecting glass blocks.

The garden, in addition to giving the sense of space and nature within the building itself, is also designed to be used as an active teaching area, equipped with small animal cages, a fish pond and bird cages as well as plants and flowers. The kindergarten room opens onto its own private outdoor courtyard.

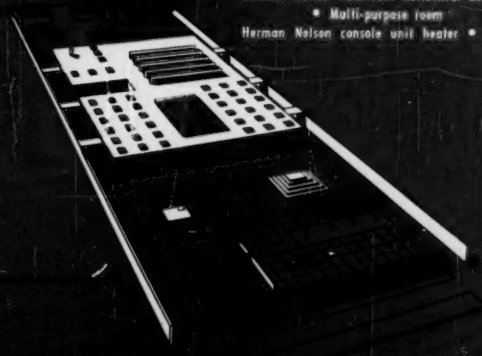
In addition to these features, the plan also includes such approved amenities as separate entrances for each classroom, a multi-purpose room with dropped center area and raised roof to increase flexibility of functions and efficient grouping of administrative and service areas. Structural system and materials were carefully developed to provide maximum efficiency of air conditioning.



air conditioned school design

Heating, ventilating, air conditioning equipment:

Herman Nelson HerNel-Cool II unit ventilators
• All classrooms • Indoor garden
Herman Nelson NelsenAIRE remote heating and cooling units
• Conference rooms • Principal's office • School office
• Health room • Teachers' room
Herman Nelson Type "Q" finned radiation
• Restrooms • Kitchen • Storage Room
Herman Nelson Audi-Vent horizontal heating and air conditioning units
• Multi-purpose room
Herman Nelson console unit heater • Lobby



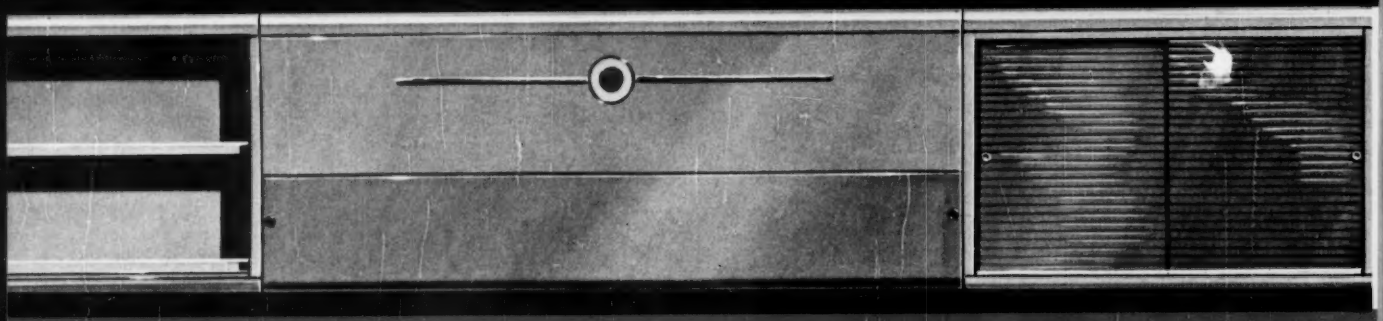
AAF

herman nelson

hernel-cool II

UNIT VENTILATOR

with optional air conditioning



already selected by more than 100 schools

Will the school you are planning ever need air conditioning? The answer is definitely—yes. Architects and educators agree on the importance of the proper learning environment. And only air conditioning can assure that your school will have it when the weather outside is warm.

That's why today—less than a year after its introduction—the HerNel-Cool II unit ventilator with optional air conditioning has been selected for use in more than 100 schools, which are either air conditioned now or have planned for it.

HerNel-Cool II is the first unit ventilator to offer optional air conditioning, as well as heating, ventilating and natural cooling (with outside air). Units can be installed so the school enjoys the usual benefits of Herman Nelson unit ventilation, including the famous DRAFT|STOP system—*the only type of draft control that is compatible with air conditioning*. Then at any time—immediately, or whenever the school budget will allow it—the mere addition of a chiller in the boiler room is all that is needed for complete hot weather air conditioning.

This can be accomplished without disruption of classroom activities . . . without expensive alteration and installation charges. The cost is far less than for separate heating and air conditioning systems—both for installation and operation.

Want information? Write today to Herman Nelson Unit Ventilator Products, **American Air Filter Company, Inc., 215 Central Ave., Louisville 8, Ky.**

AAF

herman nelson

UNIT VENTILATOR PRODUCTS

System of Classroom Cooling, Heating and Ventilating

INSTALL NOW—AIR CONDITION LATER! It's completely practical in any school with HerNel-Cool II unit ventilators. Here's how the system works:

HerNel-Cool II units provide individual temperature control for each classroom, automatically. Most of the year they provide heat, ventilation, or natural cooling (with outside air) as the room requires. Whenever a chiller is installed in the boiler room, HerNel-Cool II units also function as air conditioning units.

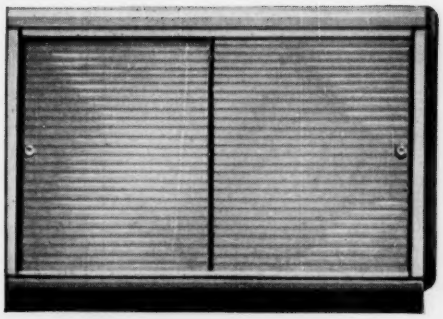
In hot weather, HerNel-Cool II units switch automatically to mechanical cooling, with chilled water circulating in the same piping that carries hot water during cold weather. Complete window downdraft protection is provided under all conditions—because Herman Nelson DRAFT|STOP does not depend on heat for draft protection.

Some schools which have already specified Herman Nelson unit ventilators for heating, ventilating, natural cooling and immediate or eventual air conditioning, include:

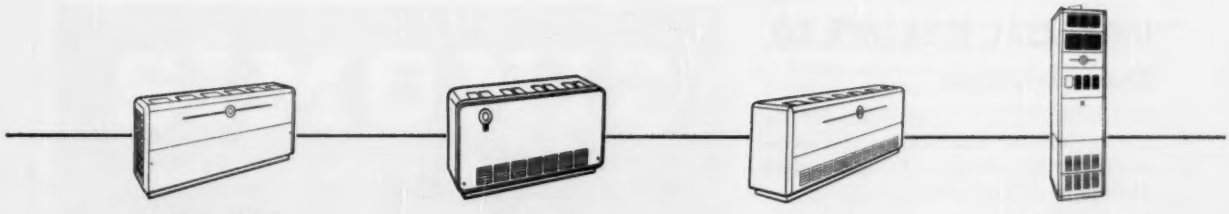
Pleasant Hill School, Austin, Texas • Wilmot School, Wilmot, Wisconsin • Niles Township High School, Skokie, Illinois • South High School, Bakersfield, California • Morrillton Elementary School, Morrillton, Arkansas • Sierra Joint Union High School, Auberry, California • Immaculate Heart of Mary Parish, Chicago, Illinois • New Science Building, Northeastern State College, Tahlequah, Oklahoma • South Union Junior High School, Fresno, California • Davy Crockett School, Phoenix, Arizona • Mockingbird Road Elementary School, Vero Beach, Florida • Administration & Educational Building, Buena Vista College, Storm Lake, Iowa • Purdue University, West Lafayette, Indiana • William S. Speed Building, University of Louisville, Louisville, Kentucky • Lodi High School, Lodi, California • McKinley School, Bakersfield, California • St. John the Baptist School, Chico, California • St. Monica's Church and School, Dallas, Texas • Southeastern College, Hammond, Louisiana.

Cost studies—for schools employing immediate air conditioning as well as for those which are planning for its installation later—are available upon request.

Get all the facts now. Classroom air conditioning—immediate or eventual—is being included in more and more school planning. You'll want to consider it in yours. Write today to Herman Nelson Unit Ventilator Products, American Air Filter Company, Inc., 215 Central Avenue, Louisville 8, Kentucky.



HerNel-Cool II units are as attractive as they are efficient—they harmonize with any classroom color scheme. Choice of seven standard colors. Five durable, decorative laminated plastic top patterns. Matching utility cabinets and other accessories.



Hot water or steam unit ventilators

Amervent unit ventilators

Electric unit ventilators

UniVent gas-fired unit ventilators

HERE'S WHAT YOU NEED WHEN PLANNING A GYMNASIUM

New, improved Universal calculator shows how to plan maximum balcony seating with minimum ceiling height and establish ideal sight line; enables you to reduce total gymnasium cubage ... make big savings on building and heating costs

Also figures seating capacity per gym size ... or vice versa

Yours... for the asking

Designed by *Universal* engineers after years of on-the-job experience, this new, improved calculator will give you the proper balcony height for ideal seating sight line in relation to main floor seating. At the same time, it shows how good planning can reduce ceiling height to a practical minimum ... for big savings in both building and heating costs. This valuable calculator also figures seating capacities in relation to gym sizes, has 1/16", 1/8" and 1/4" scales as well as a standard rule ... plus handy eraser shields. Send coupon today for as many as you can use. No cost or obligation.

UNIVERSAL BLEACHER CO.

Champaign, Illinois

I would like_____ (how many) of your improved calculators which can be used to advantage in planning a new gym. This request involves absolutely no cost or obligation to me.

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Organization_____

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City_____ State_____

NOW SIMONIZ HEAVY-DUTY FLOOR WAX

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Here is the heavy-duty wax you need for your heaviest traffic—an extremely tough, durable product formulated to withstand day-after-day pounding on your busiest floors.

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Simplify performance budgeting with Burroughs Sensimatic Control-Input Equipment

New Burroughs Sensimatic Control-Input Equipment wraps up your performance budgeting and, as a by-product, automatically provides punched tape or punched card records for preparing:

- Expenditure Distribution
- Payroll Distribution
- Reports and Statistics
- Office Audit and Control
- Inventory Reports

Burroughs Sensimatic Control-Input Equipment gives you faster, simpler processing of your performance budgeting. And, as a by-product, prepares punched tape or punched card records for easy conversion to statistical reports and analysis.

With Sensimatic to Punched-Tape or Sensimatic Direct-to-Card Equipment you enjoy the Sensimatic's unchallenged speed and versatility. Its ease of operation. Its exclusive 4-jobs-in-1 control panel which makes all machine decisions and completes any job after simple indexing of amounts and a light touch on the motor bar by the operator.

The simultaneous punch feature (to tape or card) records all the data entered into the Sensimatic. These data can easily be converted into the reports and analysis so vital to any administration.

Demonstration? Call our nearest branch office. Or write: Burroughs Division, Burroughs Corporation, Detroit 32, Michigan.

Burroughs

Burroughs—TM.

Result: New products that offer new economies

These recent Lily developments help you speed up service—with less effort, at less cost.

The Man With The Lily Plan is tackling a problem—so he can help drop your costs to a minimum. Such unrelenting efforts have provided volume feeders with a cost-conscious team of new products, plus important improvements on proven products.

For example, Lily* place settings (shown in kit) offer all kinds of economies—from soup to nuts. They're completely disposable, thus eliminating labor costs involved in scraping, washing, drying and storing. They also eliminate need for dishwashers, expense of maintaining them, and additional cost of hot water, soap and detergents.

Simplify service, lighten trays

Lily place settings provide a matched service for nearly every food and beverage on your master menu. They require less storage space, eliminate the expensive problem of breakage, cut time and effort involved in bussing. Lily paper service also simplifies serving and after-service.

Volume feeders of all kinds use Lily place settings to save valuable time, and to reduce fatigue caused by carrying heavy, dish-laden trays.

New Lily exclusive

Lily offers three sizes of molded smooth plates: 6, 9, and 10 in., plus two sizes of compartmented molded plates, 9¼ and 10¼ in. The 9¼ in. plate, made by Lily alone, has that extra rigidity needed for confident one-hand handling. Its "full depth" compartments control portions and costs better, keep foods and companion juices and gravies in place. 10¼ in. plate has same features but allows for larger portions.

Free samples

Lily is constantly striving — through research, through product development, through product improvement — to find new economy measures, new convenience features. We'd be happy to show you how specific findings apply to your operation. We'd also be happy to send you free samples of the products above. Just write: *Lily-Tulip Cup Corporation, 122 East 42nd Street, New York 17, New York.*

**T.M. Reg. U.S. Pat. Off.*

AS THE TWIG IS BENT...

SCHOOL YEARS are the formative period which lays the foundation for each student's career. This training must fulfill the future needs of *every* student. Those destined to fill management positions in industry especially require the advantages of practical shop courses. A thorough knowledge of basic processes and methods will help them keep pace with rapidly changing technological sciences and will play an important part in their advancement.

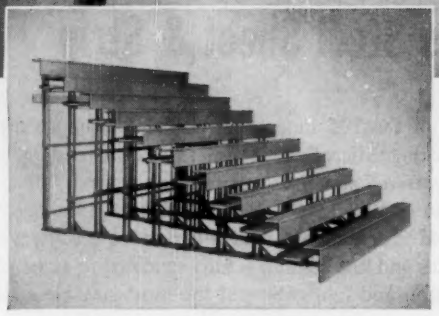
Highly essential in such training is the equipment used. It should be versatile, easy to operate, safe, ruggedly constructed, and accurate. All these features and more are available in South Bend Precision Lathes. That is why they have been selected for use in most of the better school shops in the United States and other countries.

SOUTH BEND LATHE

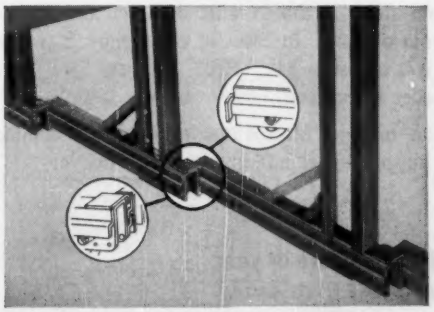
SOUTH BEND 22, INDIANA

BUILDING BETTER TOOLS SINCE 1906

BE SURE the seating in that new gymnasium is EXTRA SAFE!



Medart Telescopic Gym Seats can be furnished with 10½" or 11½" row rise and 22" or 24" row spacing. Exclusive fully-automatic power operation is available at small cost.



Interlocked telescoping supports at top, and roller housings at bottom, assure easy opening and closing, and straight-line non-binding trackage.

Medart Telescopic Gym Seats have a super-strong understructure built like the steel skeleton of a skyscraper

The steel understructure of Medart Seats is a completely free-standing, self-supporting unit, open or closed. It will support 400 pounds for each linear foot of seating space—nearly 3 times recommended standard. Wood members add extra strength and rigidity. No wall reinforcement is necessary.

Eight *vertical* steel uprights support each seatboard directly on floor, and are staggered for even weight distribution. Dual rubber rollers, in steel housings under each pair of uprights, retract under load so seat section rests immovably in position when occupied. Everybody is safe on Medart Seats!

But safety is only one of many Medart advantages. More leg and foot room; better visibility; use of only 1, 2 or as many rows as needed; vertical fronts for flush recessing, are only a few of many superior features of Medart Seats.

Medart's Gym Seat Catalog contains many ideas on how to get better, safer seating with minimum investment. Write for your copy.

MEDART
TELESCOPIC GYM SEATS

SPECIFY the best, then INSIST on it!

SEE OUR CATALOG IN SWEET'S

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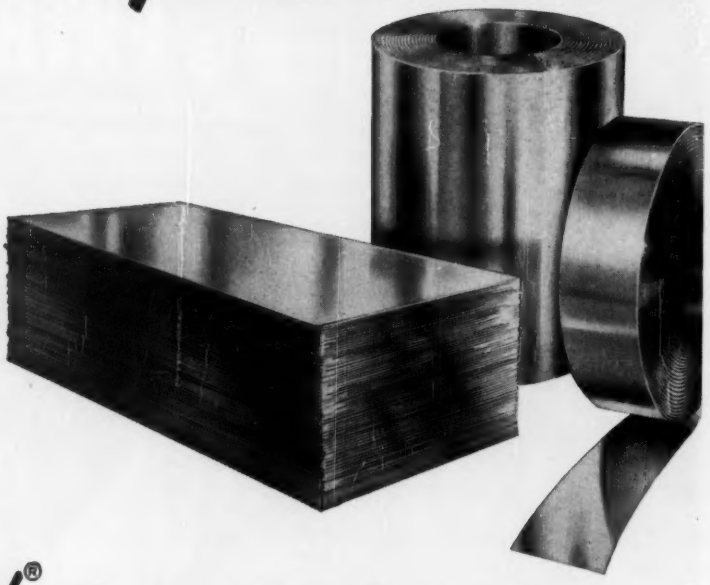

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SPECIFICATIONS	WIDTH	THICKNESS
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STRIP	up to 23 15/16″	.0015 to .090
GRADES:	201, 202, 301, 302, 304, 305, 316, 321, 347, 403, 410, 430 and Micro-Mach (special extra-high-tensile aircraft grade)	

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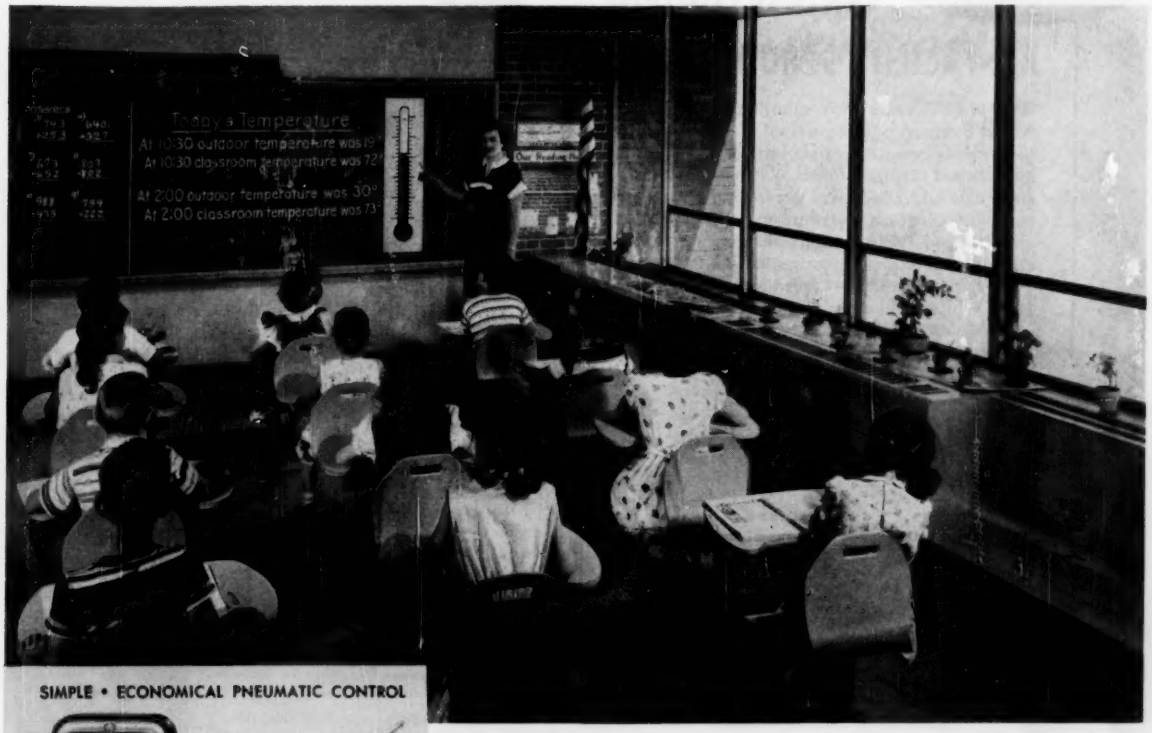
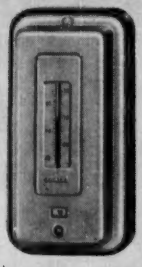
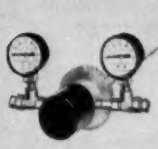
They concentrate best when temperature is right


Today's Temperature
At 10:30 outdoor temperature was 19°
At 10:30 classroom temperature was 72°
At 2:00 outdoor temperature was 30°
At 2:00 classroom temperature was 73°

SIMPLE • ECONOMICAL PNEUMATIC CONTROL



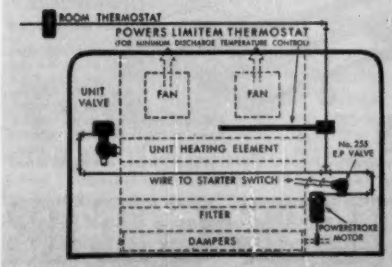
Powers **PNEUMATIC** thermostats maintain set temperatures constantly. They need no daily checking or re-adjusting.



LIMITEM Thermostat has a calibrated dial, adjustable sensitivity and unique supply and exhaust valve which eliminates waste of compressed air.

PACKLESS Control Valve

POWERSTROKE Motor



(c30)

POWERS Engineered QUALITY System of Unit Ventilator Control

provides utmost COMFORT at lowest cost for upkeep

Make sure Teachers and Pupils in your new school enjoy healthful comfort assured by Powers control. It meets the most important requirement for classroom comfort—accurate control of unit ventilator discharge temperature.

Powers LIMITEM Airstream Thermostat is the most accurate instrument made for low limit control of unit ventilators. Precise **direct control** holds temperature **constant** at the point desired without alternate drafts of hot or cold air. It needs no auxiliary devices.

Powers PACKLESS Control Valve gives better control due to reduced valve stem friction, eliminates steam or water leakage and banishes packing maintenance. Powers correct sizing of valves helps insure good control.

POWERSTROKE Damper Motor is compact, easy to install and maintain. Hesitation spring provides valve-damper sequence control . . . If you are planning a new school ask your architect or engineer to include a Powers engineered QUALITY system of control. You'll insure utmost comfort at lowest upkeep cost.

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Rauland

The ultimate in

CENTRAL CONTROL ALL-FACILITY SCHOOL SOUND

Here is RAULAND'S most complete School Sound System, offering every conceivable program, distribution and operational facility. The S260 System simplifies administrative control, offers complete program distribution (two programs simultaneously) to enhance instruction, and provides 2-way communication between any classroom and the central control console. Here, truly, is the ultimate in School Sound.

Rauland

MODEL S260. Dual-Channel System **PLUS** Simultaneous 2-Way Intercommunication For Up To **160** Classrooms

Featuring:

- **FM-AM RADIOS:** Two (2) supplied; selects any FM or AM radio program for distribution to any or all rooms.
- **PROGRAM PANELS:** Two (2) supplied; selects any two of 6 microphones and mixes them as desired or mixes one microphone with Radio, Room-Return or any one of 4 programs: Transcription Phono, Record Changer, Tape Recorder or Remote Line.
- **MASTER CONTROL PANEL:** Provides 2-way conversation with any room; includes one-operation Emergency Switch, automatic Program Clock and Monitor Speaker controls.
- **SWITCH PANEL:** Selects any room for program distribution; switches control distribution of 2 programs, intercommunication and room-return.
- **TRANSCRIPTION PLAYER:** Plays all record sizes and speeds; Record Changer and/or Tape Recorder may also be used.

The S260 System may be obtained in space-saving Rack Mounting. RAULAND Public Address equipment is also available for athletic field sound coverage.

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☐ Send full details on all RAULAND School Sound Systems.

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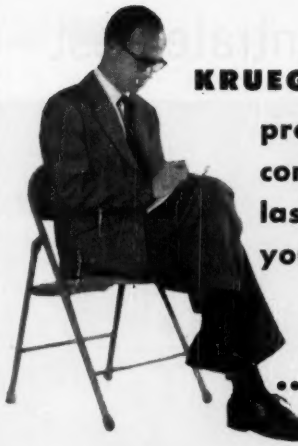

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provides more comfortable, longer lasting seating than you've ever known

...Why?

COMFORT AS YOU LIKE IT — WITH EXTRA LARGE SEATS AND BACKRESTS

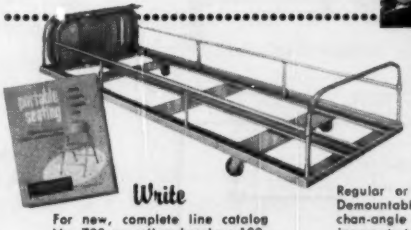
- Larger, comfortable contour-shaped seats — 15½" wide x 16" deep
- One-piece contour shaped steel seat (No. 81) or 5-ply hardwood veneer contour shaped seat (No. 82)
- Smooth, baked-on enamel finish in Beige, Azure Grey or Saunder's Green

STURDY CONSTRUCTION FEATURES ASSURE LONGER THAN EVER CHAIR LIFE

- Heavy 18-gauge electrically seam welded tubular steel frames
- L-shaped steel cross bar beneath seat for extra backing strength
- Built-up steel seat spacers for stronger pivot rod bearing points
- Solid steel pivot and stop rods double as frame bracers and strengtheners
- Tubular steel leg stretchers on front and rear legs increase frame rigidity
- Securely welded seat stops with rubber silencers minimize folding noise

DESIGNED AND ENGINEERED FOR COMPLETE SEATING SAFETY

- Non-marring, annular design rubber feet tightly secured over steel dome gliders prevent floor skidding
- Fully covered folding hinges safeguard against pinching
- No sharp edges—all are fully rolled and beaded to protect against injury
- Non-tipping Y-type design permits edge of seat sitting without tipping



Demountable CHAIR TRUCKS

Seven standard sizes hold both X-type channel or Y-type tubular chairs—upright or horizontal. Regular or under-stage models. Demountable ends and exclusive chan-angle frames permit stacking empty trucks one on the other.

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For new, complete line catalog No. 700 as well as brochure 100.

KRUEGER

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Now Heyer offers push-button duplicating at little more than the price of some hand-operated machines

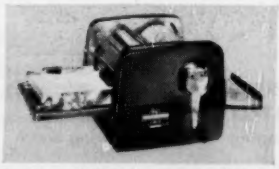
Heyer AUTOMATIC *Mark II* CONQUEROR SPIRIT DUPLICATOR

MODEL 76A

$299.50 Plus Tax

Heyer has broken the price barrier with the new Mark II Conqueror automatic electric spirit duplicator. Every school duplicating job—bulletins, class outlines, etc.—can be produced much more easily on the new Model 76 Mark II Conqueror, at the rate of 110 clear, crisp copies per minute in 1 to 5 colors . . . at a fraction of a cent per copy. Its constant speed produces better and more uniform copies; it frees the operator so that the copies can be observed; and most important . . . there's no effort on the operator's part, for this new Conqueror runs without watching, and even turns off automatically! You can pay much more if you wish, but the Model 76 offers all this . . . at a price that can't be matched.

Engineering improvements on the Model 76 Mark II Conqueror include a brand-new Feed Drive Mechanism which works only in a forward motion . . . eliminates the lurch found in old-fashioned reciprocal drives. It has new High Precision Clutches and Nylon Gears that are quiet and need no lubrication, plus an 11" and 14" Cylinder Stop. The completely redesigned Motor Drive gives smoother operation, while the conveniently positioned Motor Bar permits effortless fingertip starting. Operating instructions are permanently printed on the Model 76, so anyone can operate it in a jiffy. Feature for feature . . . this Mark II Conqueror is the biggest value in spirit duplicators today!



MODEL 70 *Mark II* CONQUEROR

For those schools whose budget requires a quality duplicator at the lowest possible price . . . the hand-operated Model 70 Mark II Conqueror is the perfect buy. It has been completely redesigned too, and now features a new Feed Release Button as well as Paper Stackers, previously found only on the Model 76 automatic electric duplicator. The Model 70 Mark II Conqueror hand-operated duplicator prints up to 110 copies per minute of anything typed, written or drawn on the master . . . in 1 to 5 colors at once. **$214.50** Plus Tax

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Please send FREE 16 page booklet on Heyer Mark II Conqueror Duplicators containing useful information on spirit duplicating.

1-58

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SCHOOL_____ POSITION_____

CUSTOM · BUILT to your instructional needs

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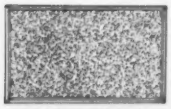
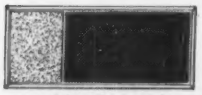


corkboard only



combination unit

combination unit

SIMPLEX pre·fab units by BECKLEY·CARDY

hang them to suit class height average

re-hang later as class height average changes

wall hangers furnished

The extreme versatility of Simplex units makes them a practical solution to diversified chalkboard and mounting problems. You can plan each unit according to your classroom area and teaching requirements. Just a simple sketch with dimensions and materials indicated is all we need.

Your units are built in our factory — exactly to your specifications—and delivered to you ready to hang and use. All materials used are of proven, durable quality.

Aluminum trims and chalk troughs are expertly fitted to give a modern, trim appearance.

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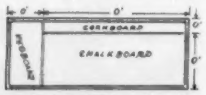
with enough **CORKBOARD** (tan, green, gray) for mounting

with enough **PEGBOARD** for object hanging



typical ordering sketch

write for full details or consult your B-C catalog . . .

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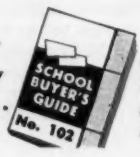

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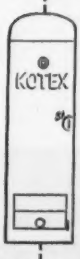
The Kotex vending machine is sturdy, tamperproof. Handsome, white enamel. Coin-operated. Occupies minimum wall space.



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. . . space with extreme flexibility

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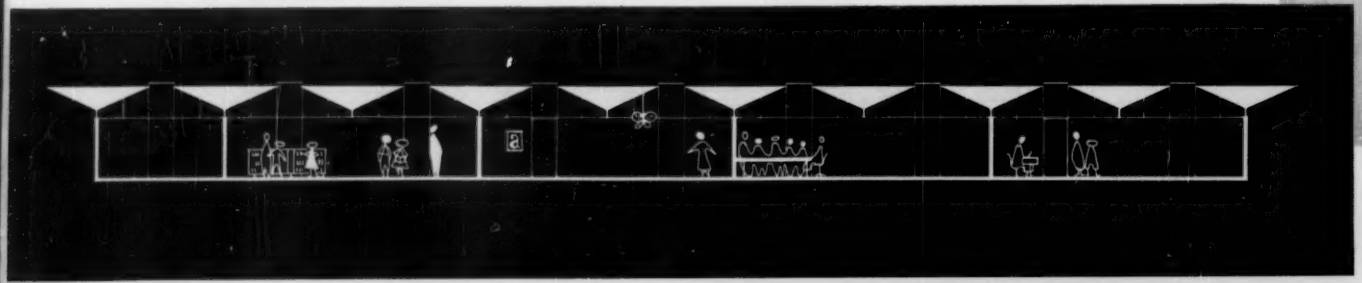
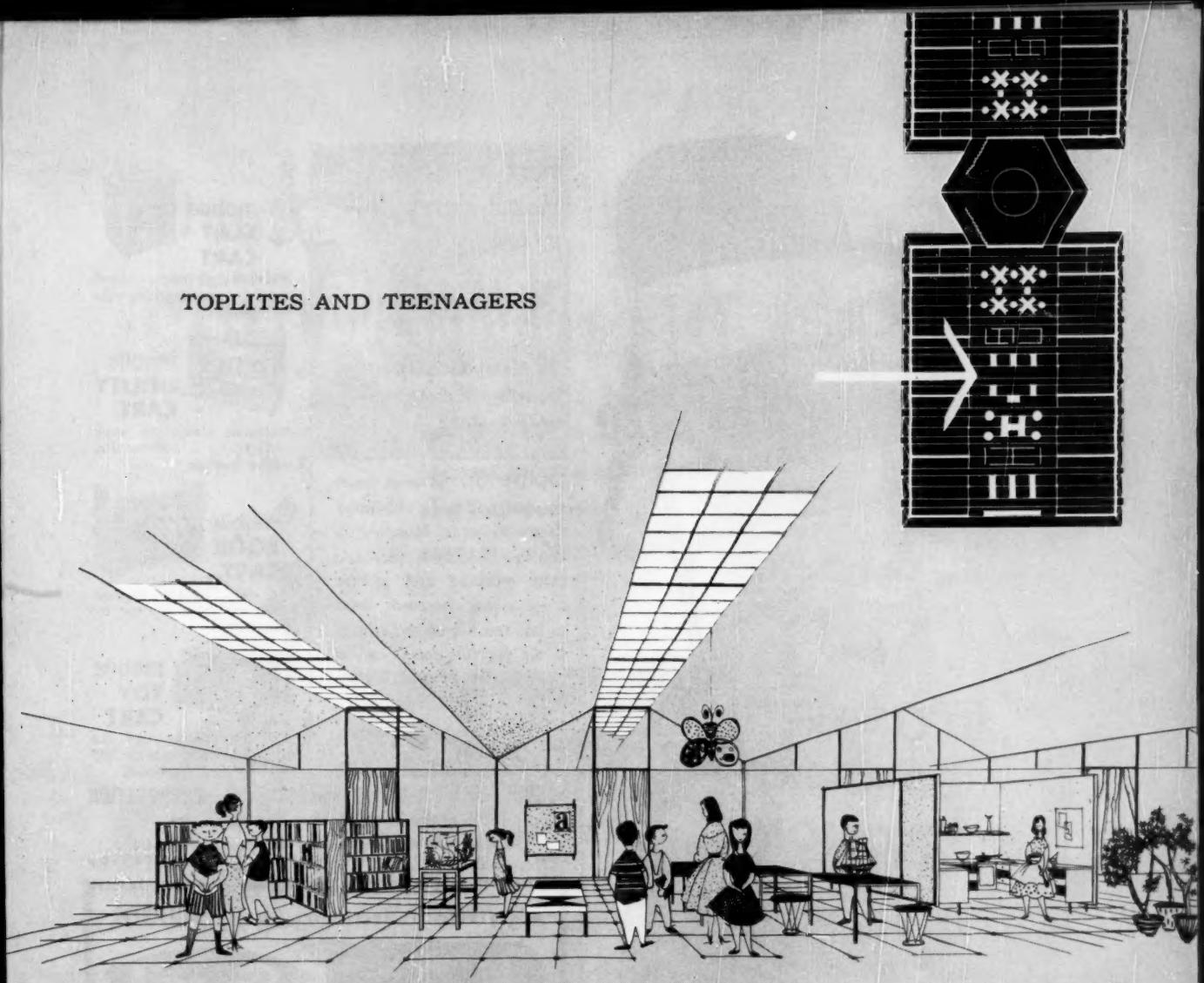
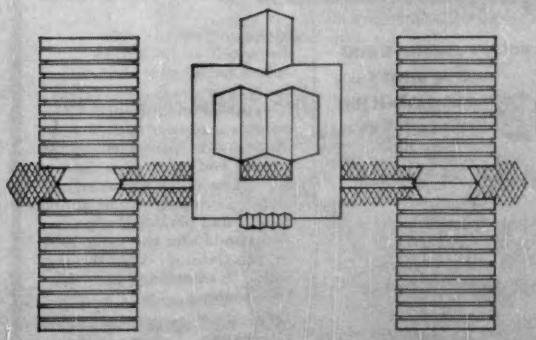


TOPLITES AND TEENAGERS





OWENS-ILLINOIS TOPLITES bring daylight to large interior spaces of new intermediate school. Four teen-age "neighborhoods," each formed by a cluster of academic classrooms focused around an activities core, branch out from a central special activities unit containing the gymnasium, pool, band and choir rooms, etc. Building designed by SMITH, TARAPATA, MACMAHON, INC. of Birmingham, Michigan.

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An ideal "library" to meet classroom book storage requirements.

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Looking Forward

Scapegoat for Sputniks

DO YOU agree with the old saying that "It isn't how much you know that counts, but rather how well you make use of your knowledge"?

If this axiom makes sense to you, then you are as impatient as we are with the deluge of newspaper stories blaming the schools because Russia beat us in launching a satellite. A pile of these clippings is on our desk—all of them shouting that Russia got ahead of us because our schools and colleges aren't turning out enough scientists.

This shallow thinking is another example of the favorite but dangerous pastime of the American public—jumping at conclusions.

Our thesis is that this country has produced and is continuing to develop creative scientists. Their ability has been put to many successful uses, but primarily in ways that add to the safety, comfort and physical well-being of mankind. Scientific achievements in medicine, engineering and industry in this country are equaled nowhere in this world.

The question to be answered by the people of the United States is: "For what purpose is it most important that our scientific knowledge be used?"

And the question to be answered by the military leaders of this country is: "How well have we used our scientific manpower?"

If the ability to launch satellites and fire intercontinental missiles now becomes more important to us than the humanitarian and commercial achievements of science, then we will have to sacrifice some of the comforts and conveniences that science might produce for us in the next decade, and dig deeper in our pockets for tax money. The first additional payment on this missile-accented defense program will be $2 billion, President Eisenhower has reported. And this, of course, is just the first installment.

Now let's look at the second question: "Has this government made the best possible use of the scientific knowledge and resources at its disposal?" Some of the evidence constitutes almost an indictment of our military and political leaders. The fact that the President recently took action to pool and coordinate the missiles research of our various military branches is rather tacit admission that such cooperation has not existed in the past.

Further evidence is submitted by Edgar Fuller in his Wire from Washington (page 66). He, too, believes that "the immediate defense lag stems from ineffective utilization of scientific manpower."

Have we forgotten the abuse and persecution of our own scientists during the hysterical age of McCarthyism? Who knows how much of the lag in our military research is the result of the discouragement and abuse suffered by our scientists, both those in government employ and those discouraged or prevented from providing their services?

The greatest danger to our peace and security today is not Sputnik or other scientific achievements of the Russians at this date, but rather the assumption that another $2 billion added to military defense will put us out in front. Roscoe Drummond, the columnist, puts it this way: "The greatest need in the United States today is to steel our minds for a long time against accepting the dangerous, comforting, sleep producing soporific that just a little extra effort will enable us to catch up with the Soviets in science and weapons."

Mr. Drummond points out, as does also Dr. Fuller in his Wire from Washington, that "crash programs" of all sorts will now be pressured upon us. There will be those, like former President Herbert Hoover, who think the situation can be solved by requiring more high school students to study science and mathematics. Even more pessimistic is Harold C. Urey of the University of Chicago, the Nobel prize winner whose discovery speeded the perfection of the atom bomb. Interviewed by the *Chicago Tribune*, Dr. Urey said: "The Russians have not overtaken us yet, but they will overtake us. They will do so before we can get the proper readjustments that will right things again in this country."

Continued Dr. Urey: "We have neglected our high schools. Students are largely taught by people of mediocre capacities. Faculties generally are inadequate. They are not feeding up to the universities and research institutes adequately trained people."

The neglect, Dr. Urey, goes far beyond the lack of facilities or competent faculty for the teaching

of science. The neglect and the tragedy is the failure of the American public to recognize that *our system of public education is the genesis of our military strength and citizen morale.* The solution involves pupils, parents and the public.

This situation is well defined by Thomas D. Bailey, Florida's state superintendent of schools, as quoted recently in the *Miami News.* Said Supt. Bailey: "No useful purpose is to be served by a hunt for scapegoats upon whom to place the blame for Russia's satellites. But without question, the most important deterrent has come not from the schools but from the American pattern itself.

"America, as a nation and as a people, has not valued intellectual attainment enough. Our measure of success is too frequently not knowledge but material wealth.

"As parents we are often more interested in obtaining support for the football team than support for the science club, school library, or the science laboratory."

There are reasons to believe that the real nature of this emergency is now being recognized by some of our lay leaders. Especially encouraging is the recent editorial by Ralph McGill in the *Atlanta Constitution.* Wrote Mr. McGill, in part: "Educational leadership for a long time has been telling the people of America what had to be done. But, we are not a people who pay much attention to experts.

"Talk of need for more science was dismissed as 'egghead' stuff, or the musings of 'long hairs.' To be sure, everyone knew that the elementary, secondary and college buildings were overcrowded. But, while we objected to this, we still made every bond issue a tough battle and defeated many of them.

"But, now that the Soviets have fired two satellites into the sky, we are shocked. And all of a sudden we want something done. So, maybe now we will at least make a start.

"In a recent speech, Richard T. Beck of the New Jersey Education Association told the 104th state convention: 'It is not hard—just a little less comfortable—to say we would rather have two American Sputniks in the air than two cars in every garage. But two Sputniks in the air are the result of 2000 or 200,000 scientists in their laboratories. And scientists are made in elementary schools, as well as colleges. The Russian satellite may be the price we are paying for a generation of poorly financed schools, of understaffed and overcrowded colleges, of failure to make the best use of all our talent.'"

"If the Sputnik has shocked us deeply enough, we will now get at the job we knew all along had to be done. It will cost money. It will require that we allow education to educate and vocational school to teach vocations. But we can do it—if we will so to do."

In his recent messages to the American people, President Eisenhower failed to point out the most crucial problem of all, namely, that we are in danger of losing the cold war because as a people we do not understand, as the Russian dictators do, that *education* is basically the *source* of military strength, not only in science but in physical well-being and the intellectual efficiency of our military machine. In his call for another $2 billion for the defense budget, the President should have appealed to citizens everywhere to match and exceed that amount with local, state and federal financial support for our public schools.

Our Thirtieth Anniversary

IT'S traditional for one to be congratulated on his birthday anniversary. Well, this happens to be our 30th. The NATION'S SCHOOLS was founded in January 1928.

Somewhat in the spirit of a self-survey, the staff of the magazine asks itself this question: For what achievements should our friends commend us on this 30th anniversary?

Customarily, a publication is congratulated upon its growth. If so, we can humbly accept the plaudits of our friends because The NATION'S SCHOOLS leads the field both in advertising volume and in subscriptions by school administrators.

But size alone is not the full measure of success. Professionally, we believe this magazine merits appreciation because it consistently and continuously has championed the cause of school administration. No other interest and no other purpose have dominated its editorial efforts.

For 30 years this magazine has been a factor in the development of school administration as a career profession. It helps the administrator recognize changes that will affect him and suggests how he can deal with these situations intelligently. It describes valid experimentation and translates significant research.

This magazine believes that *all* significant facts and opinions should be represented in its content. It is one of the few education periodicals that is not committed to the specific program or propaganda of an association or to the limited functions of a house organ. It is editorially independent in its appraisal of *any* situation affecting the welfare of education.

Above all, our greatest service to the school administrator is to give him a real appreciation of his calling. We want to help him find creative satisfaction in his professional work, so that to him we are not only a magazine but also a friend for whom there is no substitute.

The Editor

Timetable. The programs of Flint's community schools begin and end at this central bulletin board, which lists all the various classes, clubs and activities that are scheduled daily for each particular school. Many of the schools that participate in Flint's community school plan are busier on evenings and week ends than they are during the day.

New Pattern: Community Schools

Citizens in Flint, Mich., learn that grass-roots democracy fostered by local schools points way to a better nation, better world

LEO E. BUEHRING

PEOPLE who have learned to live together in a neighborhood can live together harmoniously as a nation and as a world. On this premise is based the community school program of Flint, Mich. After more than two decades of experimentation, the people of Flint are convinced of the soundness of this philosophy.

The Flint plan has attracted national, even international attention. The thinking behind it is as follows:

The school's job begins with the families and homes of its attendance area. Within a 10 block school area can be found most of the problems and resources of society. The problems of society are the problems of the public school. Public schools are the most effective instruments for bringing together a community's tremendous human and material resources, for the public school is the only agency left in this country today that can reach a true representation of all the people of its community. By showing its people how to live to-

gether at the local level and by putting them in touch with the community resources that can help solve their problems, the community school can clear the way for city, state, national and international harmony.

CITYWIDE LABORATORY

Flint today is a giant community school laboratory. The general and specific capacities of each of its 200,000 citizens are being challenged by the community school offerings. This is not a project for the residents of a single deteriorating area. Rather it is a school centered, citywide, neighborhood improvement program, that is planned by and participated in by the residents of each community, under home-grown leadership.

The manner in which the individual public school and its community have been welded into a unified whole and the degree of community penetration and saturation by the school's program have a uniqueness that must be seen in its actual operation to be appreciated.

Giving support to the community school plan from its inception has been the Charles Stewart Mott Foundation, believed to be the first such organization to make its major effort through a local board of education. The foundation is not a paternal organization, nor is its support considered philanthropy. Rather it seeks to help communities to help themselves. As viewed by Frank J. Manley, director of the foundation program, Flint's community centered schools are an outgrowth of the following philosophy:

1. Schools and community betterment come first. To attract people to education, one must begin by satisfying their wants, not with what some educator believes to be their needs. Provided with the proper facilities and inspiration, the people will do the rest; they want to do for themselves. The public school can easily discover and develop the needed lay leadership in its own community.

2. Since schools are paid for by the community, they should be used by all members of the community. Large investments of the taxpayers' money should not stand idle from 4 o'clock each weekday, over week ends, and during the summer. It is good business, as well as good public service, to "bring the community to the school."

3. Communities cannot afford a duplication of services at a time when taxes are climbing higher and higher, when dependency on the federal government is increasing, and when social institutions are hasseling for their share of the strained community service dollar.

PROGRAM IN ACTION

As evidence of this type of thinking, a visitor to Flint may observe such sights as these: neighborhood elementary schools that are busier on almost any evening than during the day; 500 youngsters attending junior high school on Saturday mornings of their own accord to acquire skills they haven't found time for during the regular school week; an elderly woman going back to high school (one of 3000 persons enrolled each year in adult high school education); a family reupholstering dad's easy chair in the school's arts and crafts room (part of 35,000 enrolled annually in 776 adult education courses); community players rehearsing their next production in the auditorium of an elementary school; a school person making neighborhood calls.

The Flint community school also provides the facilities for regular sessions of the neighborhood Teen Club (one of 43 such groups with a card carrying membership of 13,000); for 7000 children on tot lots during the summer; for meetings in the community room of men's clubs, P.T.A.'s and various other organizations; for square dances for parents, teen-agers and the younger ones, and other recreational activities held in the large gymnasium; for a Christmas party attended by 700 adults in a school with an enrollment of only 500.

LAY PARTICIPATION

Flint's community schools constantly are reaching out to their people, encouraging them to determine what they want for themselves and for their children. Every opportunity is utilized to enlist the active participation of parents and other adults.

Parents can take part in the community surveys, serve as representatives on the community council, or work on a wide range of committees designed to promote school and community improvements.

Other parents are depended upon to help in most of the following activities: transporting children, making costumes, publishing the school paper, chaperoning parties, providing furnishings for the community room, working with children in art or music groups, acting as consultants in curriculum building and other areas, working on the health program (including the well baby clinic), maintaining a toy library, setting up displays, serving as volunteers with the teen clubs. Usually there is some place in the building

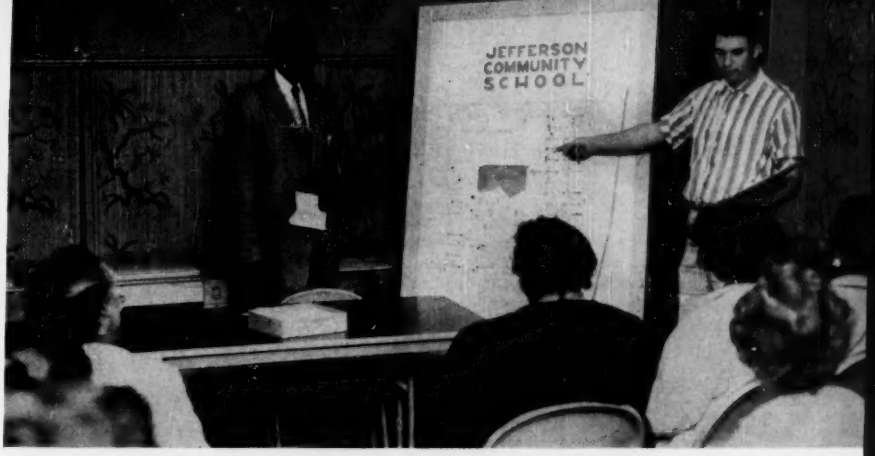
Melting Pot. Left: Race, creed or color form no barrier as residents of a community meet together to discuss mutual problems and to plan for the future.

Nerve Center. Below: Representatives of all groups meeting at a school, with the school principal and the building director, form the community council.

where adults may drop in, even while classes are in session, to visit with one another and with the school staff over a cup of coffee.

Businessmen often find themselves providing materials and supplies for various activities. TV dealers may furnish sets and antennas. A trucker may haul in fill dirt and sand for the community playground or the baseball diamond. Men's clubs have taken on such projects as building ice skating rinks, buying athletic supplies, and coaching sports. In several areas the entire community has participated in park building bees to clear wooded school property for picnic areas.

The nerve center of all the various activities is the meeting of the community council. The latter, made up of the school principal, the community activities coordinator, and representatives of all the clubs that use the building, also is a sounding board.



Grass Roots. Each community block has a captain who keeps in touch with all the homes in his block. Block captains meet periodically to talk over their problems and to enlist the aid of their school principal and building director in seeking solutions. Often all captains from an entire area will meet together to compare notes and discuss situations of mutual concern.

BLOCK CAPTAINS SERVE

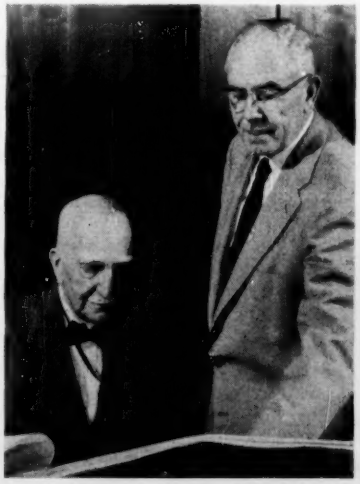
Even the smallest unit of the school area is tied in with program planning through the block captain, who serves in a manner reminiscent of the civil defense block captain of the war years. He or she keeps in close touch with all homes in the block, assists the teacher with home calls, reports conditions that need correction. Periodically, the block captains from an entire area meet at the school to compare notes and to discuss situations of mutual interest and concern. Perhaps a stop sign needs to be placed or the law enforced at an existing sign. Weeds on a vacant lot may need cutting, or a fire hazard may require elimination. Captains of adjoining blocks, or on occasion the entire group, may arrange for contacts with city officials to assure action.

Evidence that the community public school system is serving the entire community well is gained from such observations as the following: childless couples and parents of children in parochial schools serving on community school committees; facilities rented on a cost basis for church services and for private affairs as roller skating by nuns; parish literature that urges members to vote in favor of the public school levy.

Success of the Flint community school program is dependent upon intelligent and dedicated leaders. Aside from the administrative heads, these leaders today are the school building directors, especially trained for the work. Twenty-six of the 32 elementary schools have a full-time director, while part-time assistance is supplied the six remaining schools as requested. Since the program in any given community grows out of the expressed wishes of the community, a full-time director is not placed until there is sufficient local demand. The popularity of the plan is indicated by the fact that there were only four directors four years ago.

Community school directors are products of the schools' teaching system, often of the particular areas they serve. In their selection, Director Manley states, enthusiasm and initiative top the list of qualifications. An outgoing personality, interest in serving people, and ability to plan are essential. Selection usually has been made from the physical education staff.

The community school building director is responsible to the school building principal. He arrives at the school at noon, teaches afternoon classes, and then has charge of the entire after-school and evening program. As program coordinator for his school community he is host to the community at the school. Such time as he can squeeze out of the forenoon he spends in making arrangements for the evening activities, surveying the needs of his area, and planning programs for meeting those needs. He makes home calls and is the community counselor and liaison between individuals and groups.



Pump Priming. Charles Stewart Mott, creator of the foundation that bears his name, and Frank J. Manley, executive director, have been planning in the interest of the Flint community school program for more than 20 years.

Because no course of training designed to prepare persons for administration of the community school program was being offered by any school, the Flint board of education in 1954 set up such a program, under the auspices of Eastern Michigan College, Ypsilanti. The local school system became the field of study, with professors of various colleges coming to Flint weekly to meet with classes and to conduct seminars. Much of the textbook material is staff prepared from the very real problems that confront "students" daily.

Without leaving the city, school building directors and others can earn master's degrees over a three-year period. Last summer a post-master's degree program was introduced in cooperation with Michigan State University. Those who wish will be able to go on to a director's degree, and possibly a doctorate, in the community school administration field.

WIDE RAMIFICATIONS

In addition to the program of community school activities, the Mott Foundation program incorporates the following related projects, operated in cooperation with the Flint board of education: a summer camp for 640 boys; an evening adult education program at both the high school and college level for credit; family living

WHAT CITIZENS OF FLINT SAY ABOUT THEIR COMMUNITY SCHOOLS

CLOSER FAMILY TIES. To me, the final proof of success of this community school idea is to see the more than 150 happy parents and children trooping into our school gymnasium on the monthly family night, to enjoy together an evening of square dancing, games and "getting acquainted." People from all parts of the district, not just one neighborhood, are meeting and enjoying one another, without barriers. We believe in Flint's community schools as a good way of life.

—Mother in Cook School District

BETTER CITIZENS. Before, we used to get two or three calls a day to this district to investigate vandalism, a street fight, some petty thievery, and a hundred other things. Now that they have this community school thing going, I doubt if we average one call a month from that area.

—Police officer

FRIENDLIER NEIGHBORS. What we *do* in our Women's Club is not so important as the fact that we get together and get acquainted. Before we had our community school I had lived in the neighborhood for four years and knew only a handful of people. Now I know the women up and down our block and all over the area. We get together for Kaffee Klatsches, exchange baby-sitting, and many other things. It's wonderful. It gives you a feeling of belonging.

—President of school women's club

INSPIRED LEADERSHIP. Flint is the best example of true democratic education in action I have seen yet. This is and must be the shape of things to come if our democracy is to survive. The Mott Foundation capital investment is of only secondary importance to the success of this program. It is the idea and the democratic and inspirational leadership that is all-important to this concept of total community education.

—Professor of education

INCREASED PROPERTY VALUES. We advertise our listings now according to the community school area in which they are located. Being close to one of our community schools makes a piece of property much more saleable. In fact, in the majority of cases, this is about the first consideration of our clients. Property values take a big jump upward when a new community school goes up in an area.

—Realtor

CLOSENESS TO SCHOOLS. Something very significant has happened in our community with regard to our attitude toward the school and its personnel. We don't think about it as "the" school, but as "our" school. Each one in our family knows every faculty member. We think of our school as the place to drop in to see friends, as the place to talk over neighborhood problems, and as our family recreation center. It's significant that a lot of men in the city of Flint are serving as P.T.A. presidents.

—Father, president of a P.T.A.

MORE "HEALTH-EDUCATED." The program of health education in the schools of Flint, possible because of the community school plan, has made tremendous strides toward making us a health-educated community. When you realize that well over half of all the youngsters in the schools are completely free of all correctable medical and dental defects and are immunized against childhood diseases, it is really quite a remarkable achievement.

—Physician

CONCERN FOR FATHERLESS. The 10 years I've been serving as a Big Brother (through the Mott Foundation's Youth Bureau program) have been some of the most personally rewarding in my life. I get a particularly great satisfaction knowing that my former Little Brother is now a Big Brother himself. I know the great rewards he will get from his association with his Little Brother.

—A "Big Brother"

instruction; crafts, cultural opportunities, and business training, and special studies for the entire community.

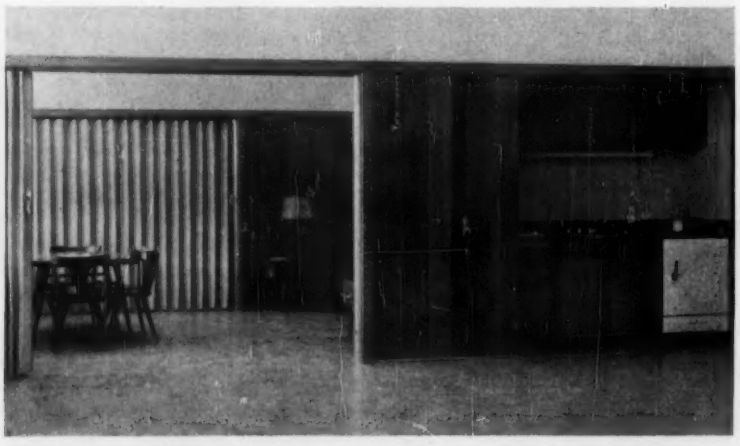
Also sponsored is a child health program, which has resulted in more than one-half of the city's 34,000 school children being "health guarded," *i.e.* free from remediable physical, mental and dental defects and immunized against communicable diseases. Also there are: a training for life program for girls in 31 Stepping Stone clubs; the Flint youth bureau, which has brought together 700 "big brothers," 210 service clubs, social agencies, and business organizations to serve 1200 fatherless "little brothers," and an interracial program.

Beyond the improved community relations that have evolved directly from the community school program, the program has contributed to other measurable outcomes. An example is a $20 million college and cultural center, of which the first five buildings are under construction. These are being paid for by individual donations, the minimum being $25,000; the total financial goal is in sight.

Although Flint's community school program has strong recreational overtones, the program is by no means merely a glorified recreation project spiced with a sprinkling of the three R's. Rather, as Supt. Spencer W. Myers points out, the schools constantly are involved in a number of experimental projects, with the community plan providing educational laboratories for testing new methods of achieving traditional educational objectives.[1]

HOW IT ALL BEGAN

The Flint community school concept developed during the Depression years as a program of recreation. As late as 1935 this typical factory town was having a one-third population turnover every four years, and 30 different nationality groups had to be



Community Room. The coffee pot is always on in the community room at McKinley Junior High School. This is the most used room in the building. It has been equipped with a stove, refrigerator, sink, coat racks, lockers, metal folding chairs, and folding tables. Residents of the area provide all other furnishings: draperies, TV, radiophonograph, and anything else they like. Most of these items are purchased with funds raised by various clubs and groups that use the room. It serves as a social drop-in center as well as the official meeting place for regularly scheduled groups throughout the day, after school, evenings and Saturdays.

Hand-Picked Leadership. Enthusiasm and interest identify the full-time directors. They serve as hosts and meet with Director Manley (standing).

considered. Hard hit by unemployment, the schools' services had been abbreviated to a minimum, and delinquency ran high. Mr. Manley, then head of the physical education system, sought desperately to raise the funds needed to unlock the doors of the schools' unused gymnasiums and the one swimming pool for use during the evening and on week ends.

A turn in the tide came with a $6000 gift from Charles S. Mott, Flint industrialist. The contribution made it possible to use the schools' play facilities and to employ instructors and supervisors of recreation during after-school hours. Success with this activity led to the opening of several school shops to offer diversion to men out of work.

Convinced by this experiment that it is sound business to help the community help itself, Mr. Mott in 1926 created the Charles Stewart Mott Foundation. In 1935 the foundation began working through the school system, supplying the board of education with risk money with which to undertake pilot projects.

Foundation monies generally have not been invested in school buildings, but rather in expanding and improving recreational and educational services. Funds are made available only when the school board can demonstrate that new activities are needed and that funds not provided by the school budget can be administered in an effective and businesslike manner. Once the merit of a particular undertaking has been established, the pump priming by the foundation ceases and the activity becomes a regular part of the program of the school system.

Stimulated by the foundation's example, support has come to the school system also from other individuals and industry, an example being the $764,942 Ballenger Field House.

SCHOOLHOUSE PLANNING

In planning its community schools, Flint gives top consideration to community facilities. Each of the nine new elementary schools constructed since 1950 has a community room, a kitchen, an auditorium, and a gymnasium planned with the needs and size of the neighborhood in mind. Of one-story, fire-resistant construction, a community school building's design is an outgrowth of the expressed wants of the individual neighborhood, as well as of its formal educational needs.

Eleven existing buildings have been adapted to community use by the addition of "community wings," others through internal remodeling. The community *program* comes first. Improved facilities and housing follow as an offshoot of the program.

For the five years 1957-62, the "necessary maximum cost" of school construction is expected to amount to $26¼ million, financed with part of the income from a 2½ mill levy voted during June 1957. Included will be community wing additions at 10 more existing schools and of five new schools.

PATTERN FOR NATION

From virtually all over the globe visitors find their way to Flint to study the city's community school system. Educators there are confident that the program will work equally well in other communities. In fact, they believe that the community school idea will have to be transplanted to other parts of the country if this nation is to demonstrate to the world that our kind of democracy really works.

At about this point some reader may say: "This program is fine for Flint, but our city does not have a Mott Foundation." Flint answers: The program began on a small scale—with $6000 and six boys clubs, to be exact—and it has grown to the present size over many years, always in response to public demand.

The average taxpayer in Flint pays roughly 30 cents a day for his public school program. The cost of the Mott Foundation's enrichment of the program represents only 6.89 per cent of the board of education's operating budget. Thus, Flint schoolmen stress, were the taxpayer to assume his proportionate share of the Mott program, his taxes on the average would be increased by only 6.89 per cent, or 2.06 cents extra a day.

Regardless of whether pump priming support can be obtained from local donors and industry, Flint educators believe that any school district can make at least a beginning, that no community can afford *not to* look into the community school approach to today's school, community, national and world problems. #

[1]Included in each year's board of education budget is an allowance for experimental educational projects, some of which are supported in part by the Mott Foundation. Some of the experimental projects now under way are: Effective living instruction for all 7B's, which involves parents; supervised work experience for half days (combined with class attendance for other half) and counseling for boys of junior and senior high school who are potential drop-outs; cadet teacher experience for high school seniors with credit for up to two semesters; talented child program in fourth through eighth grades centered around science and mathematics under supervision of special full-time teachers; low achiever program at both elementary and junior high level; home and family living instruction at elementary level under special counselors who also work closely with mothers and parent groups and do considerable home visitation; the career carnival, at which local businesses demonstrate opportunities to 10,000 youngsters in Flint and Genesee County; the science fair at which 250 junior and senior high students demonstrate scientific projects in competition with the assistance of local sponsors; a cooperative safety program, involving traffic court, safety council, and speakers' bureau. Also maintained is an extensive cooperative health program, including preschool nurseries designed to help 1400 blind children orient themselves with sighted youngsters, an instructor for preschool age deaf, audiometer testing, and health instruction in the tenth grade.

Under a developmental reading program such as the one described here

Johnny Could Read Better

First article in a series by PAUL A. WITTY

IN anticipation of this series of articles, a large number of superintendents were invited to list problems in reading instruction on which they would welcome suggestions. The response was amazingly large. The six questions most frequently asked by these school administrators will be answered in three articles, two each month. Leading the list was:

1. Are our children learning to read effectively? What are some just and unjust criticisms of present-day reading instruction?

Our schools are succeeding better than ever before in teaching children to read.[1] Many children are reading widely. *Business Week* reported: "Actually book sales have been moving up; hard-cover 'adult' books from 110 million copies in 1947 to 119 million in 1954, with another 8 per cent rise estimated for 1955—and for those who worry about 'why Johnny can't read,' children's books have skyrocketed even more."[2]

Despite the unjustified nature of some criticisms, other criticisms are valid. It has been clearly shown that permanent interests in reading are *infrequently* developed in children and youths. In fact, only 10 per cent of our adults are really readers in the sense that they use the public library and turn to reading habitually for information and enjoyment. Far too many people who *can* read do not choose to read books. They have failed to develop a strong interest in reading.

The American Institute of Public Opinion recently reported a poll in which six out of 10 adults questioned stated that the last time they had read a book other than the Bible was a year or more ago. Moreover, one out of four college graduates had not read a book during the last 12 months.[3]

Critics are sometimes justified in pointing to the large number of very poor readers found in the junior and senior high schools as an example of unsuccessful or inadequate reading instruction. They are right too in pointing out that programs for corrective reading in junior and senior high schools are relatively few and often inadequate.

Some recent studies show great amounts of reading retardation. For example, in the South Side High School, Newark, N.J., of the 247 entering freshmen who were tested in September 1952, more than 50 per cent tested at or below the sixth grade level.[4] This study reveals a higher frequency of poor reading than is generally reported in such investigations. Yet, other studies do show that 15 to 20 per cent of entering high school pupils read less well, according to test results, than the typical seventh grade pupil.

However, it should be noted that in most studies of entering high school pupils *many* superior readers are reported. For example, in the Kottmeyer study of 7380 eighth grade graduates, there were 968 pupils who reached or exceeded the 11th grade norm. Such data should make us aware of the fact that, in our zeal for helping students with reading problems, we should not overlook the special needs of many superior and gifted students.[5] These pupils are frequently neglected or inadequately challenged. Investigations show, too, that relatively few junior and senior high schools have inaugurated remedial programs even when the incidence of poor reading is very high.

DULL MATERIAL DISCOURAGES CHILD

Some critics of reading instruction are convinced that teaching materials, especially primers and first grade readers, are unnatural and repetitious.

These writers assert that a concern for the interest factor is essential at every level of instruction. The desirability of this approach is emphasized by George Norvell who, after analyzing the selections taught in New York high schools, concluded that "to increase reading skill, promote the reading habit, and produce a generation of book-lovers, there is no other factor so powerful as interest."[6]

Another criticism is that schools fail to provide sufficient phonic train-

[1]Witty, Paul: Public Is Misled on Meaning of Reading. The Nation's Schools. 56:35 (July) 1955.

[2]Special Report: Television, the New Cyclops. Business Week, March 10, 1956.

[3]Reader's Digest, March 1956, p. 23.

[4]Zinkin, Vivian: A Staggering Reading Problem. The Clearing House. 28, Nov. 1953.

[5]Kottmeyer, William: Improving Reading Instruction in the St. Louis Schools, Elementary School Journal. 45:33, 1944.

[6]Norvell, George W.: Some Results of a Twelve-Year Study of Children's Reading Interests. The English Journal, 35:531, 1946.

Paul Andrew Witty, professor of education at Northwestern University and director of its Psycho-Educational Clinic, is a defender of reading instruction, a critic of reading instruction, and a crusader for improved reading instruction. He is the author of many books and articles on the subject and a leader in learned societies in this and adjacent fields. Equally well known is Dr. Witty's contribution to the philosophy and methodology of teaching gifted children. His degrees are from Indiana State Teachers College and Columbia University. . . .

Superintendent and principal should see that pupils have the aids needed for vocabulary building. They should provide a systematic phonic program. They should make sure that a developmental reading program extends from elementary school to junior high, with a cooperative program in the senior high, and with every teacher participating.

ing for some children and leave others woefully inadequate in the ability to attack and pronounce new words. Simple panaceas are proposed from time to time. For example, Rudolf Flesch stated: "Teach the child what each letter stands for and he can read." Moreover, he indicates that if the German system of teaching reading were employed throughout the United States, "we too could have perfect readers in all schools at the end of the second grade."

Such a statement reflects an almost complete lack of appreciation of the complexity of the reading problem and denotes a limited concept of what effective reading really is. Effective reading, most thoughtful students agree, is a process of deriving meaning from the printed symbol. It is a two-way process, too, involving the printed symbol and the individual's reaction. Finally, there are two main types of reading: (1) silent reading, which is associated closely with good study habits, and (2) oral reading and pronunciation, associated rather closely with spelling ability, oral expression, and word perception.

Still another criticism of reading instruction is directed toward the failure of many teachers to emphasize *general* vocabulary development adequately, and to provide opportunities for the wide application of reading skills in the subject fields and the understanding of the conceptual terms in each area of instruction.

Five levels in a phonic program are described fully in W. S. Gray's "On Their Own in Reading,"[7] and excellent suggestions for teachers are included. Such materials should be made available to teachers. Another closely related skill should be scrutinized carefully by the administrator, namely spelling ability. Emphasis on pronouncing words correctly should be a part of the spelling lesson. Word meaning and use should be stressed.

Nor should the significance of oral reading be overlooked. Some schools have almost abandoned instruction in oral reading and in story telling. Administrators should see that emphasis is given to both silent and oral reading.

FORMAL INSTRUCTION NECESSARY

Many school administrators will doubtless agree that a *developmental* reading program should be initiated throughout our schools. Formal instruction in reading today should not cease at the sixth grade level but should continue throughout the junior high school. Reading needs should be stressed in senior high schools and help and guidance given to all students in studying and reading efficiently the materials of each subject field. Remedial instruction should be offered as a temporary expedient only.

There is a great need to extend opportunities in reading so that children's interests will be satisfied and their needs met judiciously through reading. Accordingly, a defensible reading program includes not only textbooks and practice books carefully selected and used but also a variety of narratives, biographies, magazine articles, and factual presentations on many topics.

Such needs as the ability to understand oneself and to appreciate one's social environment can also be met to varying degrees through the use of printed materials. This approach recognizes the significance of using interesting, varied and individually suitable materials of instruction at every level.

WHY DEVELOPMENTAL READING?

The primary objective of a developmental reading program should be recognized clearly by administrators at all times: We should seek to help students to become skillfull, self-reliant, and independent in using the library and other resources for satisfying interests and needs of various kinds. This objective will be achieved only if students are enabled to enjoy the act of reading and the results. They will enjoy the act of reading if they acquire adequate command of silent and oral reading skills. This aim will be achieved through an efficient, systematic program of reading instruction. The second will be realized by the association of reading with interests and needs. Accordingly, children and youths will become skillful readers and will continue to enrich their understandings and satisfactions all their lives.

2. Does a clearly defined and accepted reading program prevail throughout our schools? If not, what are the characteristics of a desirable program?

No clearly defined, generally accepted program of reading instruction prevails throughout our schools. Of course, there is a more general acceptance of particular approaches to reading instruction in the elementary than in the secondary school. However, in elementary schools practices vary.

Some school systems depend almost solely upon a single basal program of instruction. Others use several basal textbooks within a single class, and still others employ varied materials, in addition to textbooks. Approaches to the acquisition of the skills vary, too. In some programs there is a stronger emphasis on training in phonics than in others; skills such as critical reading, vocabulary and concept building, and reading in the content fields receive far greater attention some places than others.

ON HIGH SCHOOL LEVEL

Practice in the secondary school also varies widely. In Elizabeth Simpson's "Helping High School Students Read Better" several practices are described.[8] Thus, some schools offer remedial instruction that depends primarily upon the use of very limited materials and experiences for controlling or accelerating rate of reading. Other programs are comprehensive and are articulated with the curriculum in English and other areas. Course credit in English may be given.

Reading today is regarded as an activity through which the pupil: (1) may obtain information he needs in order to gain an understanding of himself and his own behavior; (2) may gain information that will enhance his understanding of social problems and, hence, tend to improve his social adjustment, and (3) may satisfy his need for recreation or "escape" in a beneficial and pleasant way.

Such an approach does not regard the acquisition of skills as a separate problem, but it does recognize the uniqueness of each child and his needs.

With this point of view in mind, it is of practical value to differentiate the following stages: (1) the period of reading readiness, (2) the stage when children make rapid growth in the ability to read very simple materials, (3) the period of rapid growth in reading comprehension and speed, and (4) the stage of wide reading for varied purposes. The

[7] Gray, W. S., and Others: On Their Own in Reading; Chicago: Scott-Foresman, 1948. See also Witty, Paul: Phonic Study and Word Analysis. Elementary English, May and October 1953.

[8] Simpson, Elizabeth: Helping High School Students Read Better. Chicago: Science Research Associates, 1954.

fourth stage—wide reading for varied purposes—includes reading at the high school and college levels.[9]

Research shows that most children in a typical American community will be able to attain some proficiency in reading simple materials during their first year in school if they are given appropriate direction.

Accordingly, the first grade teacher notes physical defects and makes recommendations for building up the physical condition of each child. She also attempts to maintain a classroom atmosphere that will aid in the development of self-confidence and social adequacy.

Other classroom activities that help to prepare the way for reading:

1. Varied forms of language activity associated with children's experiences and interests.
2. Opportunities for children to hear and to tell stories.
3. Activities that enable boys and girls to enjoy rhymes, jingles and poems.
4. Experiences that lead children to become interested in books of various kinds.
5. Activities in which pupils enjoy and interpret pictures.
6. Experience in dictating stories.
7. Wide use of experience charts.
8. Opportunities for every child to acquire a basic stock of sight words from firsthand experience.
9. Exercises in auditory and visual discrimination and in other simple skills such as the left to right movement of the eyes in following the sequential arrangement of words, lines and pictures.

It is well to bear in mind that the requirements of a readiness program include: an enthusiastic, capable teacher; a friendly classroom atmosphere; wide experience for pupils, and abundant opportunities for individually suitable language expression.

CAREFUL SELECTION OF MATERIALS

The child's first pre-primer should contain a sufficiently large vocabulary to present a lively story that will challenge the child and awaken his interest in reading. Pre-primers, if chosen carefully, may make an important contribution to the child's development. They provide interesting, vivid illustrations that help the pupil obtain the meaning of the story; they foster interest in books through the presentation of familiar incidents or activities in attractive *story* form; they extend and enrich experience, and they provide the basis for an orderly introduction of vocabulary.

The guides and practice materials contain suggestions and exercises to develop skill in phonics and word analysis. This phase of the program is associated closely with skill in oral reading as well as in silent reading.

PHONICS AND DICTIONARY WORK

After a basic stock of words is acquired, a meaningful program of phonetic and structural analysis is emphasized. The guides for the better basal reading series include specific items to be stressed with each pre-primer, primer and reader. Every school should follow a definite program of instruction in phonics. This program will be associated with varied forms of oral expression. Correct pronunciation will be recognized as a valuable aid in spelling too. Structural and phonetic analysis will be emphasized and children will be aided in the use of the dictionary, starting with picture dictionaries and proceeding to more comprehensive volumes.

Exercises calling forth extensive use of the dictionary will be included in the program at the junior high school level, too. The school administrator may wish to examine the exercises found in "How to Improve Your Reading" to observe a wide variety of interesting exercises.[10]

In addition to rich experiences provided by appropriate pre-primers, two types of activities should be stressed to develop clear concepts and promote rapid growth in reading: (1) varied firsthand experience, *e.g.* games, trips, caring for animals, and the like, and (2) wide use of supplementary readers and picture books.

Besides all the picture and story books, films and filmstrips may well be used to broaden and enrich children's experience. Films and associated film readers are very desirable adjuncts to the regular program, offering not only valuable experiences in reading, but also motive and incentive of value.[11]

Improvement in rate of silent reading is very rapid in the primary grades. By the time the child is in the fifth or sixth grade, he may have attained a relatively mature rate of silent reading. From this time on, one of the main problems is to help him to adjust his rate to different types of materials and to varied purposes for reading. This objective will be best accomplished by exercises that require adaptation of reading rate to different types of presentations and sources. Extensive reading of relatively easy materials in varied sources of high interest will help too.

Space for this article precludes detailed discussion of the many reading skills. But reading to obtain material or information relative to a particular problem is a skill that must be cultivated. Summarizing, too, is a technic to be developed.

Noting details is another skill in which some children, poor readers especially, need much practice. This need is found among high school students as well as in elementary school pupils. As the child approaches maturity in the development of reading skills, he needs to be encouraged to read more and more *critically*.

One of the most difficult tasks confronting teachers is the development in pupils of a clear understanding of conceptual words. Such words form the "core" of the social studies vocabulary. Difficulty with these words frequently blocks communication, creates confusion, and may lead to serious misunderstanding or even to emotional disturbances. A soundly conceived reading program makes provision for the mastery of conceptual terms by offering the student an opportunity to discover their meaning through critical study.

CHECK THESE POINTS

Administrators should make systematic appraisals of the extent to which teachers are developing phonetic and vocabulary skills, as well as the extent to which other basic reading skills are being developed. They should inquire whether pupils are becoming resourceful and independent in using books to satisfy their diverse interests and needs, and they should investigate whether reading is being emphasized as an all-school, every-teacher, every-subject responsibility.

The administrator should check, too, to make sure that a developmental reading program really exists throughout his entire school system. There should be systematic reading instruction in the junior high school and a cooperative program in the secondary school.

Too, the administrator should inquire whether the school has made adequate provision for diagnosis and evaluation of reading instruction, and he should ascertain whether the instructors and materials necessary for such a program are available. #

• • •

The second installment in this series will discuss a continuous developmental reading program and the necessary or helpful teaching aids and mechanical devices.

[9]Cf. Witty, Paul: Reading in Modern Education. Boston, D. C. Heath and Company, 1949. Lenrow, Albert: Reader's Guide to Prose Fiction. New York: D. Appleton-Century, 1940. See also Witty, Paul: An Articulated Program for Teaching Reading Skills, Bulletin of the National Association of Secondary-School Principals, September 1955.

[10]Witty, Paul: How to Improve Your Reading. Chicago: Science Research Associates, 1956.

[11]Encyclopedia Britannica Films, Wilmette, Ill. Cf. The Gray Squirrel, The Tug Boat, etc.

Board Must Adhere to Statute to End Contract

LEE O. GARBER
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MANY legal principles involving teacher tenure have been enunciated by the courts and are generally accepted in practice. Nevertheless, new cases growing out of different factual situations continue to make their appearance. Such was the case in Indiana recently.*

On May 5, 1953, the board of trustees of the school city of Anderson held a meeting and adopted a resolution to hold a meeting to consider the termination of the tenure or indefinite contract of a teacher. The meeting was set for June 9, 1953, at 4 p.m., at the office of the superintendent of schools. The person involved had been a teacher in the system since 1952. Notice of the meeting was given the teacher, who demanded a statement of the specific charges and a hearing, which was held in the superintendent's office on June 2, 1953, at 6:30 p.m.

STATUTE NOT FOLLOWED

The teacher made no complaint as to the causes assigned for terminating the contract or the hearing. The sole complaint related to the fact that the statute was not followed with reference to the consideration of the termination of the contract. The statute provided that notice must be given in writing "of the 'exact date, time when, and place where' the consideration of the termination of the indefinite contract shall take place."

In response to the notice of the resolution adopted by the board at its meeting of May 5, 1953, the teacher, with her counsel, put in an appearance at the superintendent's office shortly before the time of the meeting (4 p.m.) on June 9, 1953, and remained until 5:40 p.m., at which time the board had not as yet assembled. There were five members on the board. One arrived for the meeting at 4 p.m., another between 4:15 and 4:30, and another between 4 o'clock and 4:15, a fourth between 4 p.m. and 4:30, and the last one arrived at 5:20. During the time the teacher and her counsel were present (until 5:40) the board did not go into session. Neither did it notify the teacher of a postponement. At 5:45 it did convene and adopted a resolution terminating the teacher's contract. The record of this meeting failed to indicate the time at which it convened, although it showed that the contract was terminated at 5:45 p.m.

In resolving the issues before it, the court first enunciated certain general principles of law which had application in this case. It pointed out that the trustees constitute a statutory board and must find authority for their actions in the statute. It also pointed out that a board must act at a regular meeting. In addition, it stated as its opinion that doubtful claims must be resolved against a corporation and that in interpreting a statute concerning tenure and the termination of a teacher's contract, the statute is to be construed in favor of the teacher.

RIGHT TO BE PRESENT

In commenting on the statute that required written notice to the teacher of the exact date, time and place of a meeting to consider the termination of her contract, the court said:

"This necessarily implies the right to the teacher to be present with counsel when the board in meeting assembled would discuss, deliberate and act in meeting assembled as to whether or not the contract should be terminated by legal action of the board."

In applying these principles to a decision before it, the court said:

"A quorum was present by at least 4:30 p.m. From this time the matter could have been considered, and a majority vote of the board could have ended the contract. No reason was given for the delay, no meeting was assembled, and no action taken to continue the matter for a short time. Under the facts in this case we fail to find there was any substantial compliance with the statute on the last step to be taken to terminate the contract. The action of the board taken five minutes after relatrix and her counsel had departed made the action of the board illegal and ultra vires the powers of the board."

With respect to whether the teacher violated her rights by leaving the meeting, the court added: "It was the duty of the board of trustees to convene when a quorum was present, and at the place specified in the statutory notice. Had that been done, even though no further action by the board was undertaken, it would have been the duty of the relatrix or her counsel to ascertain from the board the cause for the delay and to demand that the board proceed with the consideration of the termination of the contract within a reasonable time before relatrix would have been warranted in leaving the place for the consideration."

BOARD COULD PROCEED

In conclusion, the court pointed out that as a result of its decision it was not deciding "the right of the school city to institute a new proceeding to terminate the teacher's contract for the same causes in issue at the hearing." In other words, the school board had the right again to proceed by following the statute. The court also made it clear that it was deciding nothing as to the teacher's right to recover her salary. In so doing, the court pointed out that the teacher was "not a public officer but an employe."

This decision emphasizes anew the fact that a board wishing to terminate the contract of a permanent teacher can do so only as a result of following the statute explicitly. #

*State v. School City of Anderson, 142 N.E. (2d) 914 (Ind.).

Left: Many of the pupils call for their guests and escort them to the open house held at Willard. "If a child asks them, they'll come," was the comment of one teacher.

Left: A representative from the near-by business district signs the guest book with the assistance of Vera Warren, who is the president of the Citizenship Council, Willard School.

Right: Introducing one's guests to Supt. Oscar W. Chute (far left) and to Principal Mary Shaw (center) is a high point of each of the tours that visitors are given.

STUDENTS CONDUCT A

JEAN VON CHRISTIERSON

THE majority of taxpayers in Evanston, Ill., do not have children in school. However, in the last three years, a number of them have enjoyed firsthand acquaintance with one of the community's elementary schools.

Each fall, Willard Elementary School holds a yearly open house for *nonparent* adults, an invitational affair at which more than 100 adults are taken on pupil conducted tours from the boiler room to the administrative cupboards.

It's hard to say who enjoys the open house more—pupils or their guests. Part of the fun, and definitely part of the effectiveness of the occasion, springs from the fact that each guest has been personally invited by a pupil whom he knows. Baby sitters, piano teachers, maids, grandparents and neighbors are among the invited.

Several weeks before the big day, pupils start their preparations. The first step is a written invitation to prospective guests, explaining what the open house is, and when it will be held. After the invitations have been answered, pupils make arrangements to meet their guests and escort them to the school on the appointed day. In class, they design name tags for their visitors to wear, and practice making introductions, so that they can easily help their guests to meet teachers, the principal, and the superintendent of the school.

Obviously, no two tours of the school will be the same. The first grader will tell his guest a different story than will the fifth grader. But each guest gets an idea of how his young friend spends the school day, and sees the school building from top to bottom.

How informative a tour can be is illustrated in the somewhat breathless comment of one visitor: "I have just learned about the latest methods of teaching reading; why space is needed for grouping pupils in the classroom; why it is important to put things back where they belong so others can find them; how books in the third grade are arranged, and how the children learn about science," she told Principal Mary Shaw.

Children's enthusiasm is likely to carry them far and fast. By the time visitors reach the gymnasium and refreshments, they are usually glad to sit down!

A short program concludes the open house. The president of the Citizenship Council (student government) welcomes guests and, along with other officers of the council, tells about the council's purpose: "To promote safe, healthful, attractive living in our school, our playground and our community, state, nation and world." Other council officers, Mrs. Shaw, and Supt. Oscar W. Chute are introduced and speak briefly to the visitors.

Supt. Chute has long been interested in the responsibility of the schools toward what he calls the "unorganized majority"—those members of the community that have no immediate relationship to the schools. "We need to be concerned with nonparent voters from a practical point of view," he says. "But beyond that, we have a moral obligation to the total community—because schools are necessary to the welfare of the community and the state as a whole. This kind of event gives people an awareness that schools *are* their business, and creates a reservoir of good will."

It is not an accident that Willard school was the one to pioneer with an open house program, or that its pupils tell about the school effectively and enthusiastically. Willard is *their* school, a working democracy with 420 citizens, aged 5 through 13.

Right: After the grand tour, refreshments served in the gymnasium are popular with pupils and visitors. A member of the P.T.A. helps serve the guests.

Left: A first grader shows his neighbor his classroom and demonstrates to her how the abacus helps him learn to count. Displays are arranged in rooms for the open house visitors.

Right: Science education, 1957, is the subject of this discussion. The visitor had once been a pupil in this room herself, and found that it is "much prettier now."

SCHOOL OPEN HOUSE

A casual visitor to the school, walking through the halls, will inevitably meet a pupil who asks him: "May I help you? Would you like to see the principal?" After such an experience, one woman wrote to Mrs. Shaw: "This couldn't just happen. It must be that everyone at Willard has a part in it."

This is the secret: Everyone does have a part in it. Since 1947, Willard has had a Citizenship Council, which includes representatives from each classroom, a teacher, a P.T.A. representative, and the school custodian. This group meets at least once a month, and the minutes are an exciting record of citizenship education.

At the suggestion of one pupil, the council asked the city to provide a trash receptacle at the edge of the school grounds, a request readily granted. Gravel in the primary department's play area caused some badly skinned knees, and older pupils who noticed this recommended that grass be planted to replace the gravel, another suggestion speedily carried out. Schoolwide events, such as the open house, are planned by the council.

The council, with student body approval, decides how to spend money from the children's weekly newspaper collections. (Scrap paper nets the council between $300 and $400 a year.)

Some of the warmth and genuineness of the Willard community was demonstrated last year when Custodian Ole Knutson retired after 27 years of service. In a surprise assembly, pupils made him an honorary life member of the Citizenship Council and gave him a gift certificate for an electric razor and new pipe. But that wasn't all: Each child wrote a letter to Mr. Knutson, and a mailbox full of letters, plus a treasure box the children had made filled with coins from their allowances, were presented to him. Mr. Knutson had won a special place in the children's hearts, but the school custodian is always recognized as an important part of the staff.

Ten years ago, when the Citizenship Council was formed, it began to put together a constitution to govern school life. Today, many revisions and additions later, the document is an impressive 10 pages long. Its rules are highly specific with meaning to the young authors: "Take your turn at the drinking fountain, and avoid pushing." "When something isn't right, report it immediately to someone who can take care of it." "Be friendly and courteous to visitors in our school and give them a feeling of at-homeness too." "No one should be given a leadership job until he proves his readiness to accept responsibility."

An added section describes a study the school made of the idea of community. Parents were asked to discuss with their children what a community was, and what made good community living. Here is the way the children summed it up in their report:

A community is a group of families or people living in somewhat the same way, near each other, in the same area under the same government.

There can be a large or a small community. Willard school community is a part of the city of Evanston community.

A good community is interested in, takes part in, and supplies ways for the education, health, safety, recreation, communication and transportation of its people.

To Willard pupils, "community" isn't an abstraction; in their everyday school life, they are experiencing the ideas they have put on paper. The open house is a natural extension of this learning, one that benefits the children themselves, as well as their community. #

CHALK DUST

tred

FREDERICK J MOFFITT

STAMP! STAMP! STAMP!

NATIONWIDE ADOPTION of the Merit Stamp Plan, originally proposed by Chalk Dust (The NATION'S SCHOOLS, September 1957) has caused the greatest stampede in the history of educational administration. This innocent appearing plan has licked a sticky problem which was fast liquidating scores of school superintendents and causing many others to lose reason and hair. The controversial Merit Rating dilemma now assumes an insignificant place along with such minor annoyances as pupil placement, public relations, and dogs on the playground.

The Merit Stamp Plan is administratively, psychologically and socially sound, being based on the great American passions for something for nothing, answering the $64,000 question, and participating vicariously in the TV wrestling matches. The Plan exalts modern psychoses and can be administered handily by the employment of an easy conscience and two extra administrative assistants. It is educationally advantageous, too, in that it also guarantees a lot of education for the administrator.

The nub of The Plan is a multicolored Merit Trading Stamp. Stamps are awarded to teachers for meritorious services above and beyond the call of duty, preferably being issued late Friday afternoon as a climax to a happy week of endeavor. At the end of each decade, the teacher should be able to redeem the stamps for some appropriate step on the salary schedule if the issuing officer is still in ascendency and the board of education has not thought up some new delaying tactic. Thus, in one simple operation, all disputes regarding competence, training, personality and length of service have been canceled.

As yet, only one defect has been discovered in the Merit Stamp Plan. Like all similar devices now under consideration, it is not yet truly refined. Time and future doctoral dissertations will, of course, result in such refinement.

However, with several thousand questionnaires now in the mail, the author of the Merit Stamp Plan is able to promise complete fairness and objectivity of The Plan. Without any equivocation The Plan answers the question: "What merit for whom when?" On this basis the following Table of Values is suggested. Other items for award will readily suggest themselves and the list may be expanded by any innocent bystander. Any valid list depends, of course, upon local teaching conditions which are national in scope.

TABLE OF VALUES

One stamp or less may be awarded to the teacher for: converting old orange crates into book racks, pupil desks, or other budget saving devices; furnishing (at her own expense) cute corners with dimity curtains for reading, science and similar restrooms; suggesting plans for exploring community resources; using waste paper on both sides; other worthy projects.

Ten stamps should be awarded the teacher for: avoiding pony-tail hairdos; initiating projects that do not involve the purchase of elephants, anteaters, pilgrims or Indians; being prompt and paying reasonable attention at faculty meetings; making friends with board members; assisting in community relations, not including uncles and cousins; placing some limitation on boy friends.

An award of 25 stamps for: chaperonage; systematic and conscientious oiling of squeaky doors, duplicating machines, TV antennae, movie screens, parents and visitors; all project guppies and ant castles to be provided at personal expense.

A 50 stamp award for: attendance at teachers meetings, zone meetings, parent meetings, and church suppers; nylon runs caused by splintered desks; lack of complaint about janitor service.

About 100 stamps for: perfect attendance at one P.T.A. festival (double for candle lighting ceremonies) or commencement; salamander bites received in project preparation; mandatory summer school attendance.

A total of 500 stamps for: voluntary summer school attendance; commendation of substitute teacher; neutral attitude on merit systems; reading books (Caution: no subversive books).

A grand award of 1000 stamps for: volunteer bus supervision, mandatory bus supervision, or any other kind of bus supervision; organization of scout troops, dens and caves; avoidance of extreme pony-tail hairdos (see above); personality, weight and ability on the autoharp. In cases of ability in this category, the teacher should be given the book.

Certain general safeguards may be employed to make the Merit Stamp Plan workable, *e.g.* the book should not be given without the approval of the board of education. Stamps should not be transferable or used as currency in competing school districts. In cases of apparent inflation, the Table of Values can be devalued without recourse. No unused, unglazed or mislaid stamps shall accrue to the school administrator or members of his immediate family, nepotism excepted. Stamps issued in moments of enthusiasm, *e.g.* basketball victories or for purposes of inducing new teachers to sign a contract are subject to cancellation.

For further details about the Merit Stamp Plan, write to the inventor, but be sure to enclose a 3 cent stamp (government issue, no phonies) for a reply.

APPLY TO FOUNDATION

I SHOULD LIKE to apply for a $64,000 grant to expand a study that has already revealed some amazing implications for education. This money would be used for an investigation of the correlation between present educational methods by school administrators (homopedagogis) and bees (apio mellifera).

In personality factors, the two groups have much in common. Both are devoted, hard working public servants, gregarious, peripatetic, and advocates of "togetherness." Both are extremely sensitive to criticism and interference, but the bees do something about it.

Bee education is in charge of a Head Bee, who does a lot of buzzing around, presiding at assemblies, chairing community meetings, and laying a number of eggs withal. For these extra duties the Head Bee receives daily subsistence but not much else. Here the similarities end.

Bee communication is definitely old-fashioned. There is no educational television, radio, intercom or loudspeaker. It would seem to be a dull life, but learning does not appear to be greatly handicapped by this lack.

A further factor needs to be explored. I have noted among school administrators a curious belief which may be partly responsible for the present teacher shortage. In moments of frustration they repeat one to another: "Never take a job in a community where the bees are well organized." Whether this is pertinent to my investigation, I do not know, but $64,000 seems an insignificant sum to discover the truth. In educational research it would sometimes appear that much greater sums have been spent on less important problems.

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The architects' dream for this educational oasis includes a series of gardens, plazas and courts placed in a large tract of wooded land.

Photo by Joseph W. Molitor

Charles R. Colbert, architect
Mark P. Lowrey, senior associate
William J. Hess Jr., assistant

Architects' dream of

A School Shangri-La

JERROLD L. WERTHIMER

IS IT a fantasy? Is it a nightmare? Is it superschool?

Administrators, architects, parents, pupils and teachers have mixed reactions to this architects' dream.

Hugh Conway had to cross the ice and snow of the Himalayas to reach his Utopia, the Shangri-La of James Hilton's "Lost Horizon." Urban elementary pupils might find their Shangri-La merely by walking through a park surrounding "an educational oasis."

It looks more like Disneyland than a school. But Architects Charles R. Colbert and Mark P. Lowrey of New Orleans call it a new concept for an elementary school in a metropolitan American community. They say it developed from the educational philosophy of Alfred North Whitehead.* Their rationale: "The dominate forces in the learning process are experience and physical association."

One look at the plans for this educational oasis tells us that experiences and physical associations would lead to learning processes unlike those in existing city schools today. We see a series of gardens, plazas and courts separating classrooms created to amplify certain phenomena, sensations, human emotions, and fields of thought.

This educational oasis would be located in or near a city, yet it is isolated both physically and spiritually from its setting. A wooded tract of land, an asphalt play yard, and enclosed walls would separate it, like a moat, from the community. Why?

Architects Colbert and Lowrey rebel at the harsh toned jangle, "Fit the child to the community." They are critical of the "neighborhood school" concept because they say our cities are not usually pleasant places in which to live. They accuse educators of placing community attitudes and social mores above the welfare of the children because "it is safe, conservative and the accepted desideratum of American education."

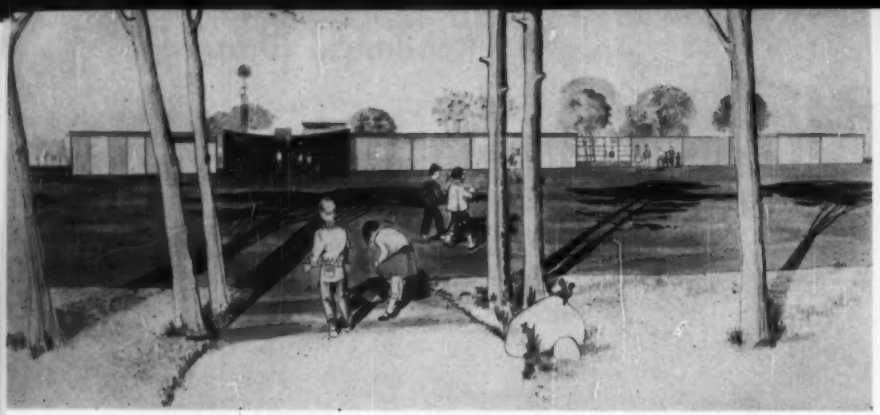
Their plan questions the tedium of social continuity which the architects call the unifying credo of our educational hierarchies. Colbert and Lowrey say that what we really teach is what parents have already done and approve—an attitude of thoughtless, funless acceptance of educational values. This school is designed to foster free thought and rapid change plus the "esthetic sense of realized perfection." Values are geared to herded town populations reared in a scientific age.

The architects want to divorce the school from immediate moral, economic and physical conditions, instead of "building in" community attitudes —the biases, prejudices and shortcomings of our culture. They desire to prepare the child for the future by emphasizing the function of art through contrast, variety and change. They rebel at what they believe to be boredom associated with elementary education. They say that the thoughtless standardization of row after row of identical educational cells leads to a monotonous regularity of physical and emotional environment contrary to the essence of physical, mental and emotional growth.

So the educational oasis is linked to motivation. Its purpose is to generate human emotions. The plan is not geared to uniformity or average acceptability of taste and condition, because the architects say superior value judgments are based upon the extremes of experience. That's why some rooms are windowless while others are glass cagelike enclosures, why some are in primary colors while others are done in neutral shades.

The architects say that the schoolhouse is no more than a gigantic teaching aid; that limits of its variety should be infinite and reinterpreted by each age group. They illustrate the possibilities of challenging intellectual growth by utilizing a war surplus airplane as an integral part of the building. They dream of kindergarten

*Whitehead, Alfred North: The Aims of Education and Other Essays. London. Macmillan Company, 1929.



Sketch photographed by Joseph W. Molitor

The architects believe that this school will be a gigantic teaching aid; that each of its features will be reinterpreted by each age group; that association with the school will be a tool to learning.

children viewing it with romantic ecstasy, older children questioning details of construction and measuring piston displacement, and still older pupils understanding the plane's relationship to economics, politics and war.

Through association and daily contact with this oasis, the architects feel the essence of creativity will challenge the child to broader areas of understanding, which will replace the rote accumulation of unrelated facts. They believe the spatial relationships of the courts and equipment will lead to a superior understanding of the integration of concepts that precede creation.

They realize that the child may look upon his school as a fairyland, a fantasia of thought, or a gigantic plaything. But they believe that the experiences and physical associations of this "educational toy" will be an effective tool to induce learning. The major value, they say, will stem from continuous association within an environment of things parallel with the child's interests and experiences.

Defending the school's isolation, they predict that the school would have no restrictions in the selection of organized experiences, but rather would provide an opportunity for an infinite variety of experiences. Treatment of the courts and their walls would be limited only by curricular intent and by parental participation in furnishing changing exhibits.

A LOOK AT THE PLANS

Within this elementary school the individual classroom is in a garden walled off from the community and structurally separated from other buildings. This kind of segregation may be educationally debatable, but the architectural concept offers a total inversion of the court-classroom relationship. Here, the familiar "contained" courtyard becomes a "containing" courtyard, and space between becomes primary.

Classrooms, designed to ward off monotony, are dimensionally and structurally standard units, but their location within the gardens offers a new outlook as the child moves from room to room. And that he does. The architects want the children to experience a variety of educational experiences in the plazas and courts. They say that open spaces may be used in a constant do-it-yourself program for teachers and pupils, including gardening and sculpturing. The children also would go outside the building for eating and toilet trips.

A pupil might enter the school beneath the wings of the surplus airplane or through a large section of concrete pipe. To the architects, this presents "no façades to the outside world and permits the greatest latitude in the expression of an oasis." The child would step into the Court of Astronomy and Time. Atop a pylon, a hand operated signal bell would melodiously ring him into class.

The child would see a giant, colorful abacus mounted on a wall. Even the paving would exhibit geometric principles. Narrow watercourses extending in all directions from a central pool would divide the walled gardens into quadrants. Aside from the open air theater and cafeteria with glass doors, he would generally be restricted to his own area by grade level, from kindergarten through fifth. Experiences and exhibits would fit each age group. Everything would be at ground level except the administration offices above a third grade classroom in the only two-story structure, adjoining the central pool.

Between the pool, outdoor theater, and first and second grade areas is a Light and Color Plaza where "color from the spectrum and color from pigments are related in educational devices." Wheels and superimposed frames demonstrate the basic principles of refraction, supplement and complement. Trees selected and grouped for appearance during the four seasons illustrate botanical variety.

The grass theater provides a location for assembly, outdoor productions, and passive recreation. The Frontier Court has a stage coach, a windmill, and an animal enclosure.

The architects have suggested a group of simple abstractions of objects recalling adventure. In the imagination of the children, the boat can take on Prince Valiant's barque, the Santa Maria, the pirates' galleon, or Ahab's whaler. There's a sculpture garden too, a sunken court of anthropology and geology (featuring a fossilized dinosaur footprint), a court of anagram and alphabet, a court of sound and music, a biological garden, a council plaza, a court of numeral logic, a court of technics, and even a loggia of theology with planets and orbits (no Sputnik?).

The architects have planned their classrooms to interpret Alfred North Whitehead's "rhythm of education," which states that different subjects and modes of study should be undertaken by pupils at fitting times—from the stage of romance to the stage of precision and on to generalization.

DESIGNED FOR AGE LEVELS

Thus, first grades and kindergartens are built to apprehend objects on a broad scale, to motivate with the novelty of learning. Second grade classrooms, on the other hand, are windowless and afford children only selected visual experiences through limited vision viewboxes. Theoretically, this represents the stage of precision or exactness. In contrast, the third grade is housed in a glass box. While the second graders are entirely removed from the outdoors in order to establish maximum change and emphasis in visual stimuli, the third graders see the outside all about them.

Fourth and fifth graders view the Court of Astronomy and Time, the Court of Technics, and the Loggia of Theology because they are in the stage of generalization where they are classifying ideas and technics.

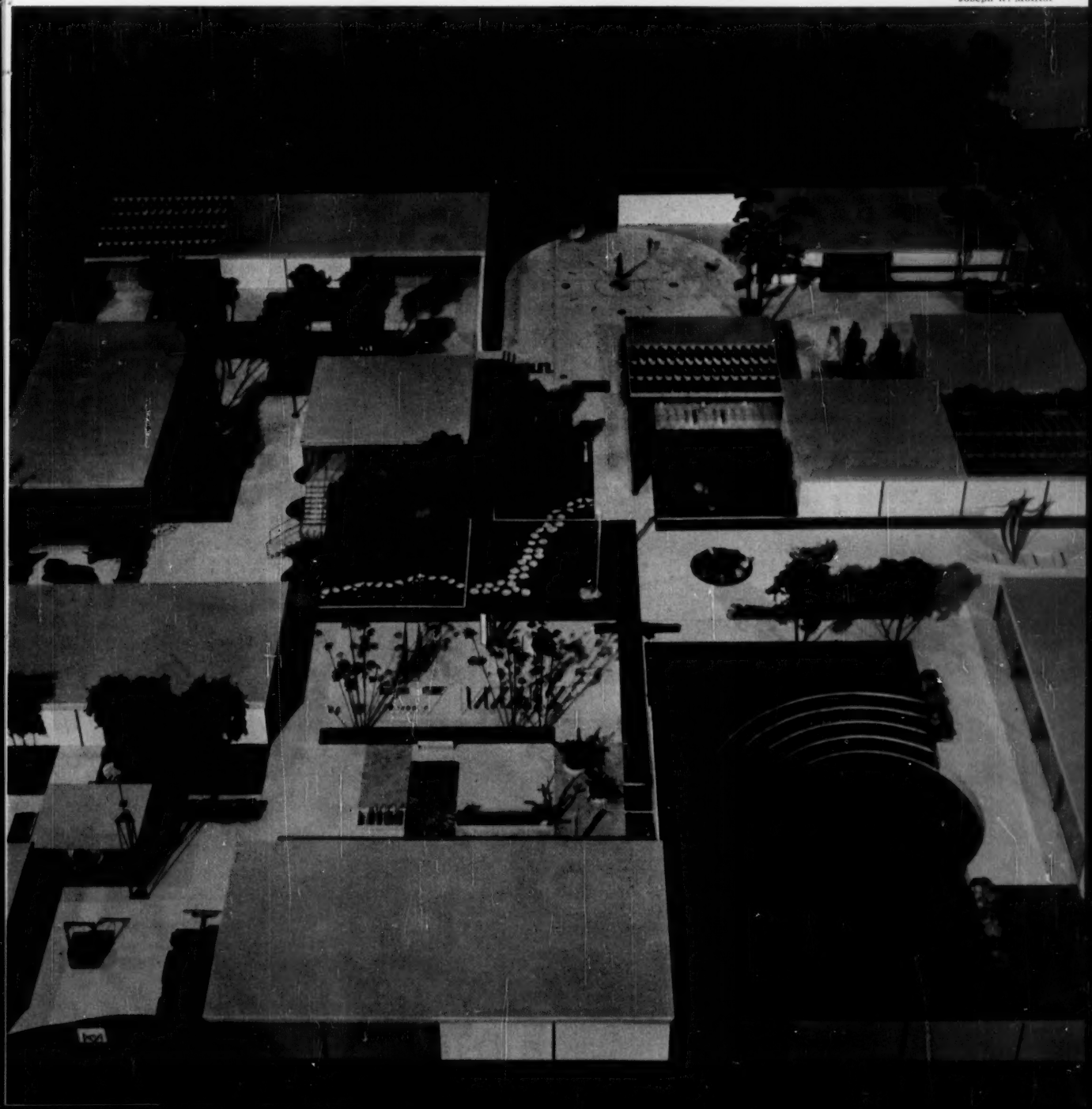
At the center of the oasis, water is the symbol and tool. A central water jet feeds sluiceways and reflection pools. Smaller groups of jets are proposed as "psychological aeration points." Not only do they produce a misty coolness below the trees, but waterwheels, miniature water courses, lily ponds and aquariums are fed from the same source of recirculated water.

All structures are designed on a four foot module to be carried out in steel and plywood. The architects say the structural module is a natural and useful by-product. The enclosing garden walls are unifying.

Guided Tour Through the Courts and Plazas of School Shangri-La

FOR A TOUR through this *School Shangri-La,* let us start at the top center where pupils might crawl through the tunnel culvert entrance into the *Court of Astronomy and Time,* with sundial in center. On the right is the *Court of Technics* with tractor, derrick and surplus airplane on far right. Fourth grade classrooms are in upper right corner, facing fifth grade classrooms across the court. . . . Heading down toward water jet in the center, we pass through the *Court of Numeral Logic* with wall mounted abacus and symbols. . . . Just to the right of the central fountain is the small council ring in *Fairyland Plaza.* Past the dwarf tree grove on far right is an abstract sailing vessel. . . . The glass theater is in the lower right corner plus cafeteria, kitchen and storeroom (out of sight). The circular white lines in lower right are seats for the outdoor stage. . . . Crossing the watercourse to the left on the split log bridge, we enter the *Light and Color Plaza* with colorful optic devices and *Biological Garden* below. At bottom center are second grade classrooms with stagecoach, oaken bucket well, and windmill to their left in *Frontier Court.* Next to the red-topped windmill are the animal enclosures, sunken garden area, toilets and storerooms. First grade classrooms are above the animal enclosure and to the left of the *Light and Color Plaza.* . . . In upper left corner are the *Courts of Sound and Music, Anagram and Alphabet and Council Plaza.* The kindergartens and playrooms face one third grade room, which has outdoor stairway to administrative offices above. The other third grade classroom is in upper left corner. Stepping stones lead through the clover lawn to the left of the center fountain.

Joseph W. Molitor



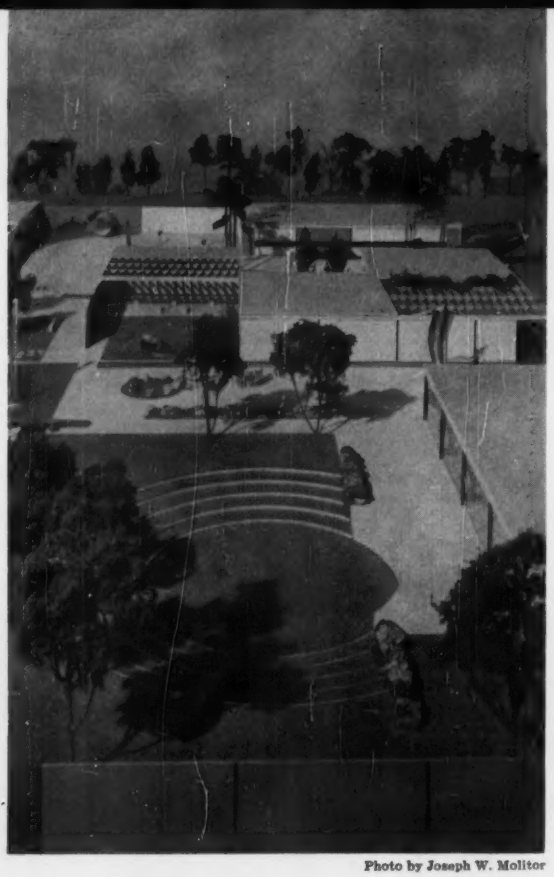


Photo by Joseph W. Molitor

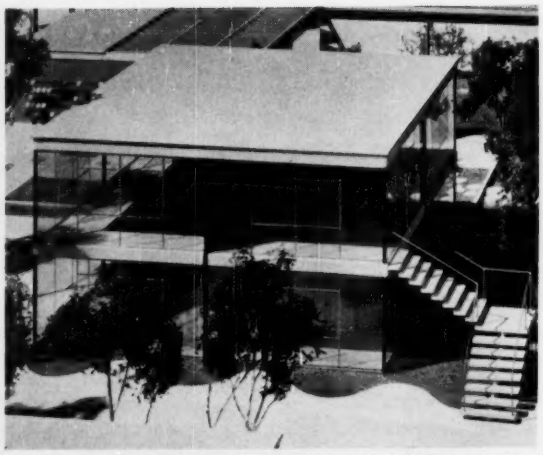
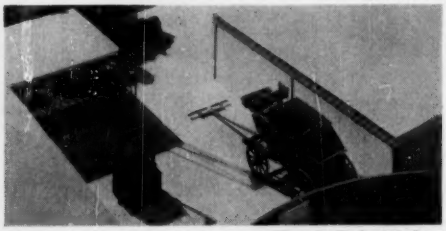


Photo by Herbert B. Cross



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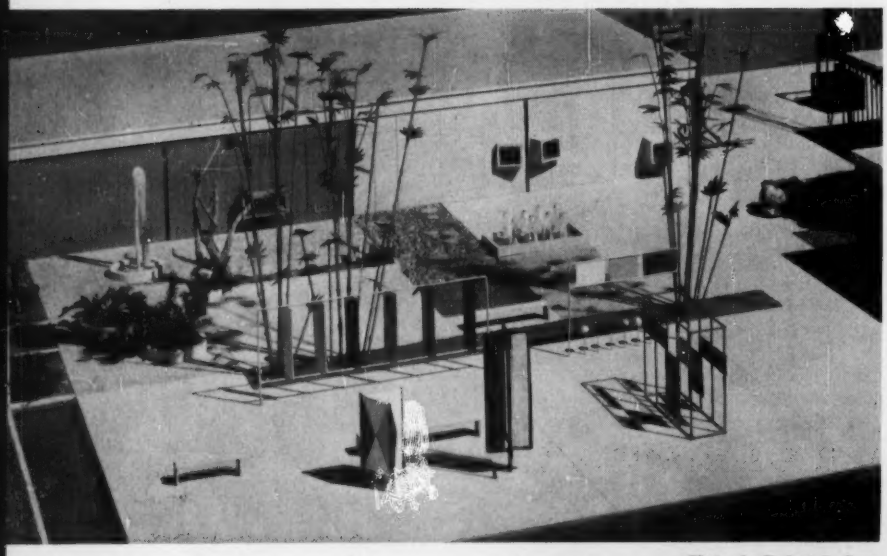
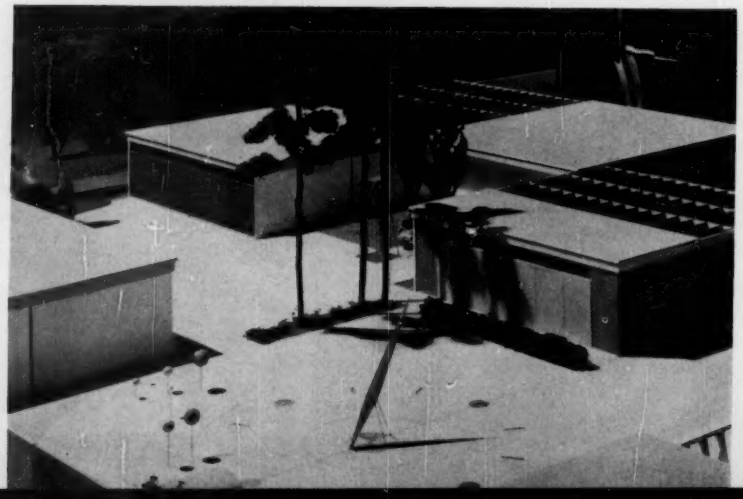


Photos by Herbert B. Cross

Above, left: The outdoor theater provides a place for assemblies, outdoor productions, and recreational activities in general. Above: The top photograph shows the administrative offices that are located above the third grade classrooms in the only two-story building included in the plan. The third grade classrooms have glass walls while the second grade classrooms, shown in the lower picture, are removed from the outdoors to give children selected visual experience. Animal cages are outside entrances.

Above: Wheels and superimposed frames in the Light and Color Plaza demonstrate the basic principles of refraction, supplement and complement. Right: The sundial and large abacus are features of the Court of Astronomy and Time.



TO INTERPRET the meaning of the oasis, I turned to Alfred Whitehead's published ideas and I interviewed architects, administrators and laymen. Whitehead warned to be aware of inert ideas—ideas not utilized, tested or thrown into fresh combinations. Whitehead defined culture as receptiveness to beauty and humane feeling. Certainly the architects try to carry out this part of Whitehead's philosophy.

But Whitehead also said man needs more than culture and expert knowledge; he needs direction; he must prove the worth of an idea and use it. Thus, the oasis would function according to Whitehead's thesis only if students utilized their knowledge for the good of society. Can mere physical association do the job?

Whitehead wanted to eradicate what he called "the fatal disconnection of subjects which kills the vitality of modern curricula." The architects again carry out this theme. But Whitehead also warned that subjects must be taught thoroughly, and not too many subjects taught. The question arises whether "oasis" pupils might be lost in their surroundings.

ARE NEEDS MET?

As to Whitehead's "rhythm of education," the question arises: Does the oasis school meet the modes of study that should be undertaken at fitting times? Can the rhythmic character of growth and intelligence be placed on grade levels—from romance, to particularization, to generalization? If education should consist of a continual repetition of the growth cycle, as Whitehead states, then the individual pupil's development and not his grade level would determine his stage of learning. Does the educational oasis solve this problem?

Finally, Whitehead said: "Firsthand knowledge is the ultimate basis of intellectual life. . . . Our goal is to see the immediate events of our lives as instances of our general ideas. What the learned world tends to offer is one secondhand scrap of information illustrating ideas derived from another secondhand scrap of information." This brings up the question of the school's isolation from the problems of daily living in the community.

These are some of the philosophical challenges of the oasis concept. To find what other people thought of the idea I showed several parents and educators pictures and plans of the oasis as illustrated in *Architectural Record* for September 1957. They discussed the architects' philosophy. Generally, children and parents liked the oasis, so did most teachers, but administrators, architects, college professors, and scientists raised many doubts.

A chemical engineer who has three children in public schools charged that discovery and progress are not made in isolation, that the real impulses for achievement come from the needs of society.

He said: "Many communities inhibit new ideas, but I wouldn't want my children to attend such a school because it is unreal. The disciplines of knowledges, such as art, engineering, science and literature, are affected by the real social world. Progress that is made in those disciplines is made by the impingement of the changing forces in that world."

A physicist labeled the oasis "an ivory tower which would not provide pupils with the motivating force to attack the evils of society because they would not be educated in a realistic environment."

A city business executive said: "The oasis doesn't introduce the child to the community and doesn't help him serve the community. You can't build respect for civic improvement and local institutions with such a plan."

A surburban merchant said: "The school couldn't be a proper meeting place for groups. It looks uneconomical and inefficient. How could such a plan be built in a northern climate? I think it would give the kids silk stocking ideas."

A clinical psychologist commented: "The oasis school might be a paradise to the children who attend it, but the nightmares might come after school when these same kids face the realities of crowded cities and homes."

A social worker and mother of three declared: "Being treated to such wonderful experiences in the oasis might lead to frustrations. You can't go from Utopia to reality without experiencing troubles."

A university philosophy professor said: "I'm surprised at the architects' interpretation of Whitehead. Their plan utilizes grades, a technic which Whitehead never specified."

PLAN IS OPERABLE

An architect who is credited with originating the park-school plan concept asserted: "I believe in placing schools in the center of parks and parks in the center of communities. This plan is operable. It shows a great deal of imagination and courage. It is something we can pare down."

A professor of educational administration commented: "The architects are confused on the idea of the 'neighborhood school' and the 'community school.' These two things are not necessarily synonymous. In the *neighborhood* school we are trying to hold down travel distances.

"The *community* school means a school designed to serve the community in terms of all of its social and educational needs. In other words, it is a school used by the community for a social center, for religious activities, or any other scheduled events.

"The architects overlooked the fact that the school may possibly be an upgrading factor for the community. I would like to see many of our slum areas have the benefits of an entirely new school, such as the Dunbar school in Chicago. Students enrolled come from poor homes, but they have a pride, and they have a program that is helping them move forward."

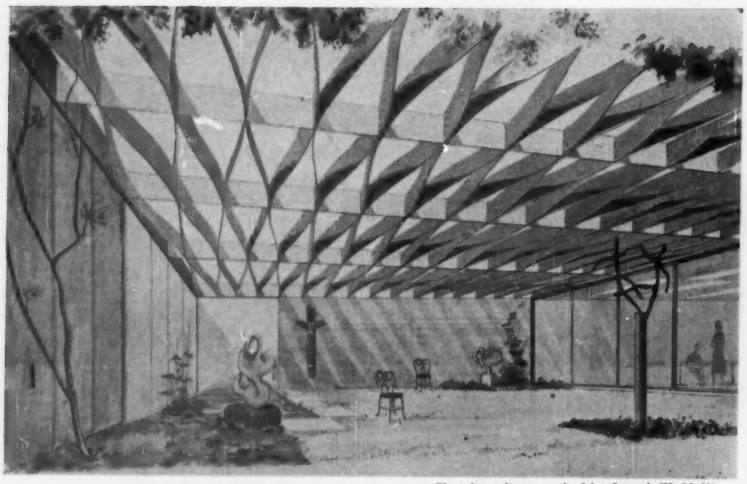
A journalism professor with two boys in public school and a recent doctorate in education stated: "When I was first shown the plans and told about the ideas of the educational oasis, I was really excited. My first impression was 'Now here's a terrific idea' and when I was asked whether I would want my children to go to such a school I immediately said, 'You bet I do.' However, when I was asked why I really couldn't answer the question."

GENERALIZATIONS NOT PROVED

"The architects say this school is grounded upon the limits of individual understanding rather than on the superstitious and archaic group beliefs of the past. However, what makes them think that modern education is not grounded on individual understanding? And who says that we are fettered to the superstitious and archaic group beliefs of the past? These generalizations gripe me. This is the general tendency today. Blast education with a generalization. Don't prove it. No one will ask you for evidence.

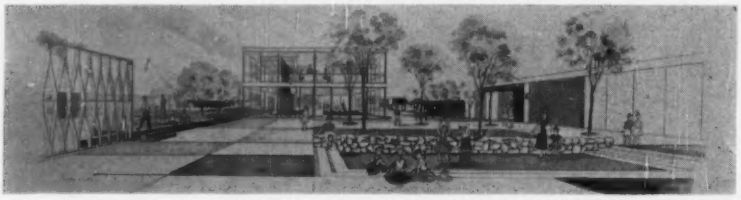
"The architects are going to 'isolate both physically and spiritually the educational function from the world without.' They say: 'Firsthand knowledge is the ultimate basis of intellectual life.' So, whenever they want to study the city hall, away from the jungle they go. When they want to study hospitals, away they go. When they want to study the jails, away they go. When do they stay in the jungle?

"Whitehead was a great philosopher, but he is hardly the man to be quoted as an authority on 'learning theory.' Such nonsense as the children looking at the airplane on the lot 'with romantic ecstacy'! What kid five years old hasn't been out to the airport to see planes? And going on with the airplane idea, 'at a more



Sketches photographed by Joseph W. Molitor

Above: An arbor contains the sculpture garden with various abstract figures. Below: Gardens provide space for many do-it-yourself activities.



advanced stage they will generalize and understand its relationship to politics, war, peace.' Why couldn't this be done in any school building?

"The architects are right to call this thing an 'educational toy.' A toy is a watered down version of some adult instrument. At least the most desired toys are. Ask kids what kind of toys they want and they tell you 'real things,' not approximations of them. Well this toy, the oasis, is supposed to prepare students for life.

"Education is life, and if it is, the closer the child is to the real things of adult life, the easier it will be for him to adjust to an adult life. If I had to make the one most serious criticism of present-day adults, I would have to say that they are too immature. Why? They forgot to grow up along the way. They are only playing mamma and papa; they forget they are adults with responsibilities to their families and society."

TIMING IS WRONG

A surburban school administrator asserted: "The plan is mistimed. We're having troubles now passing bond issues. There are too many attacks against school buildings looking like castles. There's not a ghost of a chance that such a school could be built in a metropolitan area."

A principal said: "I'd enjoy running such a school, but I'd have a problem staffing it. A teacher would have to be well versed in all areas of society. The kind of person needed would be one who would not need a text or any educational tool."

A third grade teacher remarked: "The distractions wouldn't bother teaching. They wouldn't take away from basic skills. The anti-frill people will bristle at such a plan, but I can't see why discipline or other problems couldn't be solved in the oasis."

A first grade teacher said: "It would be a great advantage to teach in such a school because nature would be right there. It would help to teach so many subjects because they are so vividly portrayed throughout the whole plan. I think the oasis would lead to purposeful study and help motivate children because the advantages of learning are right at hand."

A father of four children in public schools spoke as follows: "The plan looks delightful but it also looks like an imposition of an adult brain on what a child should think. I envision present-day pupils delighted with the prospect of throwing spit balls across the courts."

A mother of two children now in nursery school said: "The plans are full of wonderful ideas. I see no reason why schools should be forbidding and uninteresting. Once such a school were built, educators would pick up the ideas all over the country. I think many of the plans could be utilized in present schools without much cost."

A P.T.A. president and mother of three in the public schools declared: "It is not impractical to have a good learning environment of the oasis type within the neighborhood setup. It is good to see men dreaming about making an educational plan function as a part of the educational environment."

A fifth grader in a big city school asserted: "The dismal schools we attend are no fun. It would be fun to attend this school."

A fourth grade girl said: "It would be better to study objects in that school than reading about them."

A third grade boy remarked: "It sure would be fun to run through clover at school. But where do we play ball?"

A second grade girl said: "I'd love to go to that school. It's so colorful and full of trees, bushes and flowers."

A first grade boy declared: "Yeh, that's quite a school. When can I start?"

A kindergarten pupil said: "Golly, it looks super."

There's obviously no common agreement on this educational oasis. Kids love it, their parents are intrigued, teachers admire the ideas, administrators have many doubts, community leaders see impractical aspects, intellectuals raise questions of educational values.

The architects present many ideas that may be easily applicable to present-day schools. Thus, the oasis need not be looked upon as a dream. As outlined by its architects, the oasis would assume a community willing to divorce its immediate environment from the education of its elementary age children. But would communities need to accept the entire philosophy in order to try out their plans?

OASIS IS CHALLENGE

Certainly this educational oasis is a challenge to the hypothesis of the community school. It stimulates the question of how much the school itself can or should change the community. The community school as conceived today is life centered. Its curriculum is concerned with social processes and problems. The community school studies, services, uses and involves the community. None of these are implied in the oasis.

The consensus is that the educational oasis is not a cure-all for urban education. But at the same time the architects' plan gives clues to utilizing phenomena to relieve boredom by new physical experiences and associations.

Is it a fantasy, nightmare or superschool? You decide! #

Designing Schools for Colder Regions

Sloping site, flat roof, insulated walls, double glass metal framed windows, condensation drainage, forced ventilation recommended as trouble savers

HUGH H. HOLLOWAY
Superintendent of Schools, Sault Ste. Marie, Mich.

IT IS a fundamental principle of architecture that any building should be designed to fit its specific location, as well as its function. Yet Northerners have been induced to plan their schools according to a pattern that applies more properly to Indianapolis, Kansas City, St. Louis, or points even farther south. As a result, schools constructed in boreal areas as recently as 1951 often are not meeting the unique problems of prolonged and extreme cold, persistent and intense winds, superabundance of snow and ice, and an extended winter season. Location of the school at a considerable distance from sources of supplies and repairs frequently aggravates the situation.

Sault Ste. Marie, in the Upper Peninsula of Michigan, is faced with these problems, for our city is almost as far north as one can get in the state; in fact, it is right on the Canadian border. Even now we are suffering from attempts to build schools in conformity with those being built in milder latitudes.

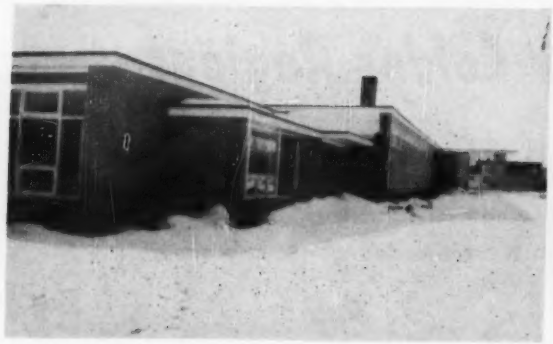
Landscaping. Schoolhouses, for example, in locations that suffer from prevailing northwesterly winds should be designed to compete successfully with the elements. Use of native trees and shrubs helps control snow drifts, provides shelter from winds, makes playgrounds pleasanter, and reduces building heat loss by 25 per cent. In addition it provides a sound shield protecting the neighborhood from undesirable playground echoes.

A decorative windbreak of coniferous trees placed at a proper distance from the building, reinforced by properly placed shrubs, can save hours of labor in snow removal. Instead of planting southern trees that are alien to the region and that require expensive protection from winter's ravages, we must learn to use trees and shrubs that are hardy in this climate; they will protect us from winter storms as well as add beauty.

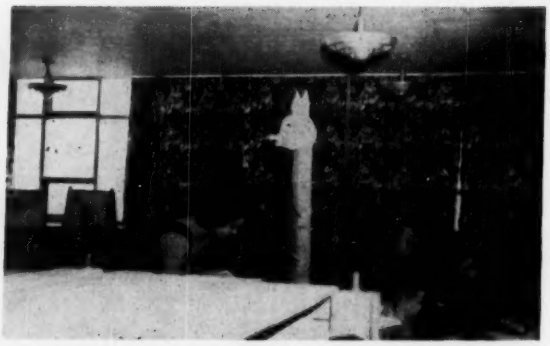
Traffic areas. Any architect designing a building for the far North should seek the advice of consultants in traffic engineering so that roads and sidewalks will be designed for the use of

From the covering of this old-fashioned entrance, snow and icicles are dumped on pupils entering the building. Icicles weighing as much as 100 pounds have hit the stairs below.

This acceptable design for schools farther south is wrong for boreal climates. Four feet of snow stays in this area all winter. When it melts, it can seep into classrooms.



Builders and planners of school buildings in the North must plan to use some form of insulated glass for fenestration as intense snow glare makes clear window walls a problem.



In certain schools window coverings are required 75 per cent of the time. Moisture condensation rots the sash so that wood sills have been replaced twice in six years.

heavy snow removal equipment. Providing space for such equipment is as important as designing school entrances, for without snow removal the entrances cannot be reached. A careful study of entrance loads is a part of this work, as is providing adequate turn-arounds for buses and parking areas.

Deep freeze. Freeze and thaw constitutes one of the mightiest building destroyers in the north country. In droplets or puddles, freezing water expands 1.1 times its original volume, developing unbelievable force. Stone facings, especially of the ornamental type, have been torn loose from their mountings in five years' time. Ornamental cornice work usually deteriorates after several years of freeze and thaw. Neglected pointing swiftly will force a brick wall out of line and may cause whole walls to crumble. Sidewalks not properly founded will heave as the result of one winter of excessive freeze.

Outside drain pipes for roof water are completely useless because of the low temperatures. Those placed inside the walls become destructive, for a layer of brick is no protection against freezing. Pipes must be placed completely inside to benefit from the heat.

Care must be exercised in digging for foundations. Over-digging and subsequent addition of fill will result in settling and cracked walls. Floating walls must be avoided as a construction figure in northern schools.

Built-in maintenance. Projecting ornamental woodwork serves only to create paint and repair jobs. Wood sills on windows in our climate rot out quickly from condensed moisture on walls and windows.

Steps anywhere outside a building add considerably to the cost of snow removal and icy steps result in injuries. Walk areas around an entrance may profit from wood covering. Danger from ice conditions generally can be minimized by providing a distinct but safe slope in all directions from the school building.

Ingress. Entrances should be directioned and designed so as to offer the greatest protection from the weather. There should be no back doors; all entrances should be main entrances. Recessing of doors provides a good safety covering and helps eliminate broken hinges, broken glass, and heat loss.

There should be no sloping roofs over entrances, no architectural gingerbread, no masonry gargoyles. These collect snow and ice, and during rising temperatures a small avalanche may be dumped upon the heads of pupils and teachers as they enter the building.

Metal skidproof grates are desirable for the entrance ways, and foot scrapers are needed; the latter, however, should be recessed in the walls so that no one will stumble over them. Good drainage for this area is necessary to prevent puddles from mud and snow scrapings.

Despite these precautions, snow and ice are tracked into the building and deposited on the floor near the door. Therefore, a walk a few yards long should be provided between the doors and inside stairs, if such stairs are necessary. Since children are heavily dressed and thus spend more time at the entranceway in a cold region, benches should be provided so that they may sit down to remove or to put on their heavy footwear. There should not be too much heat in the vestibule, since this is a transition area from extreme cold to the warmth of inside temperature.

Washrooms. Toilets should be accessible either through this warming area or through entrances from the exterior. Thus they will be available for outside sports, during bus waits, or group trips.

Washroom floors must resist moisture, dirt and the blades of ice skates; terrazzo is best suited for the purpose. It is desirable to cover the washroom walls to a height of 5 feet with a moisture resistant surface, preferably glazed brick or tile. Restrooms must have several drains, and the floor should be beveled toward these drains, so that there will be no accumulation of moisture from the snow, mud and slush brought into the room. Wall hung plumbing fixtures facilitate cleaning. So that these rooms can be washed down quickly and frequently, hose connections should be provided.

Ventilation. In our climate many of the finest windows are made useless much of the time by condensation. Wood frames may rot out in two winters unless suitable condensation drainage is provided. Roof valleys where snow and ice can build up

Hugh Holloway knows well the climate of which he is writing, since he has been a teacher, principal and superintendent in several school systems in northern Michigan; he received his bachelor's and master's degrees from Michigan State University. Mr. Holloway was a pilot in World War II and finds his flying experience useful in traveling to educational meetings and in "search of teachers." He is the commander of the Sault Ste Marie Air Reserves Program, in which he holds the rank of major. He lists music, stamps and public speaking as hobbies.

higher than the flanging must be avoided. Storm sash and double glass should be considered. Gymnasiums and auditoriums might better be built without windows. Glass brick replacements present a problem, so its use should be carefully studied.

Windows do not provide sufficient ventilation in cold weather, and forced ventilation from a central or room unit is demanded. Northerners wear more and heavier clothing, which takes room to hang, requires a longer time to dry, and creates an unpleasant smell. Larger than ordinary hall lockers are required. Boot space must be provided for drying, drainage and protection.

Recreation facilities. In frigid climates many sports that are ouside activities elsewhere must be put under roof. This fact, and the need to encourage our natural winter sports, requires us to think in terms of a field house rather than a gymnasium. Treated dirt floors are most desirable for athletics, skating and other winter activities. Portable courts allow the flexibility of all-purpose use and provide superior accommodations for the spectators.

The greatest mistake we have made in northern Michigan is the divorcing of our schools from one of our most natural resources, winter sports. Our curriculum shows no single sports activity that is not found also at Fort Smith, Ark. I have gone so far as to visualize a ski run on top of our school as a symbol of our winter wonderland and to provide purposeful activities for our children.

Elementary schools should have an incline (hill) of about 30 degrees, and from 6 to 15 feet in height, for foot sliding and sledding, with a sliding distance of reasonable and safe length.

Heating plant. Our long winters and intense cold make sectional heating a requirement for large buildings. An area usage study should be made to determine the most efficient type of unit heating to accommodate evening school and public use.

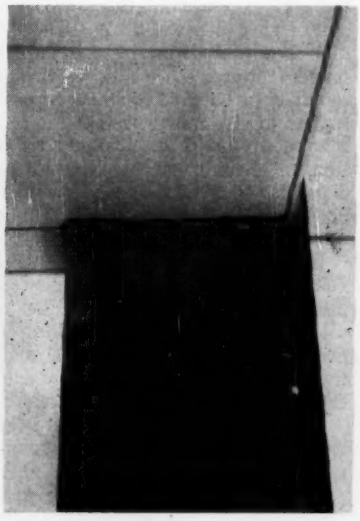
The loss of building heat through walls and roofs as the result of inadequate insulation is inexcusable in these modern times. Insulating materials and air spaces must also be given consideration.

Traffic engineering is a factor in determining the type of fuel to be used, because fuel delivery at all times of the year and access to the building regardless of the intensity of the weather are necessary. Fuel trucks should not pass over septic tanks and through narrow, snow filled alleys. Deliveries should not disturb classes.

Incinerators of sufficient size built into the school plant will obviate another pathetic waste of manpower and prevent trouble resulting from snow blocked dumps.

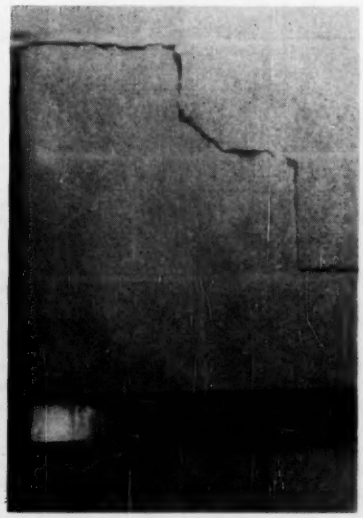
These are some of the special problems that confront us in our long and intensive studies preliminary to the design of a new high school. #

Above: Using decorative masonry is asking for trouble. Five years of freezing and thawing did this damage.



Above: This is more evidence of the destructive powers of alternate freezing and thawing in an "arctic" climate.

Above: Water that seeps in from behind flanges and from window condensation causes much deterioration.



Above: Footing was dug too deep and light soil was used to fill in. The result: severely cracked wall areas.

REBUTTAL

In northern Maine, an architect observes, all-wood schoolhouses and masonry buildings with wooden window frames have been standing for years with no apparent trouble. Contrary to the case made in this article for flat roofs and a less liberal use of glass, the architect reports that good schools have been designed for frigid climates "mostly with sloping roofs and with wide use of glass, especially on the southern exposure." He also questions the wisdom of eliminating windows from gymnasiums, but agrees on the need for a better system of ventilation to prevent condensation. The reported 25 per cent fuel saving from the utilization of windbreaks, in the opinion of the architect, is realized only during periods of storm, not as a general rule.

Here, in simple terms,
an "Educational Thinker" sets down

The Staff and Stuff of Education

By FREDERICK "Chalk Dust" MOFFITT

STAFFING is not a recent phenomenon. The first staff-and-line organization was thought up by Imhotep, an Egyptian pharaoh of the Second Dynasty.

As Imhotep staffed he was so impressed by his own organizing ability that he engraved his organizational chart on his tomb, which has recently been excavated. Imhotep's staff consisted of the Adviser to the Pharaoh, Close Adviser to the Pharaoh, and Only Really Close Adviser to the Pharaoh. Such an honorable organization reduced strain on the royal treasury and clearly meets many modern school budgetary objectives by providing specialists with important titles in lieu of adequate salary.

The next great advance came prior to World War I when the German army diddled up its staffing charts. However, owing to the oversupply of staff ("too many chiefs, not enough Indians"), eventually there was no army. This idea was so constructive that it was adopted by the armed services all over the world, which are reported to have at least 10 general staffers to give moral support to each soldier, a ratio that sometimes holds true for governmental agencies, state departments of education, and a few parent-teacher groups and citizens committees.

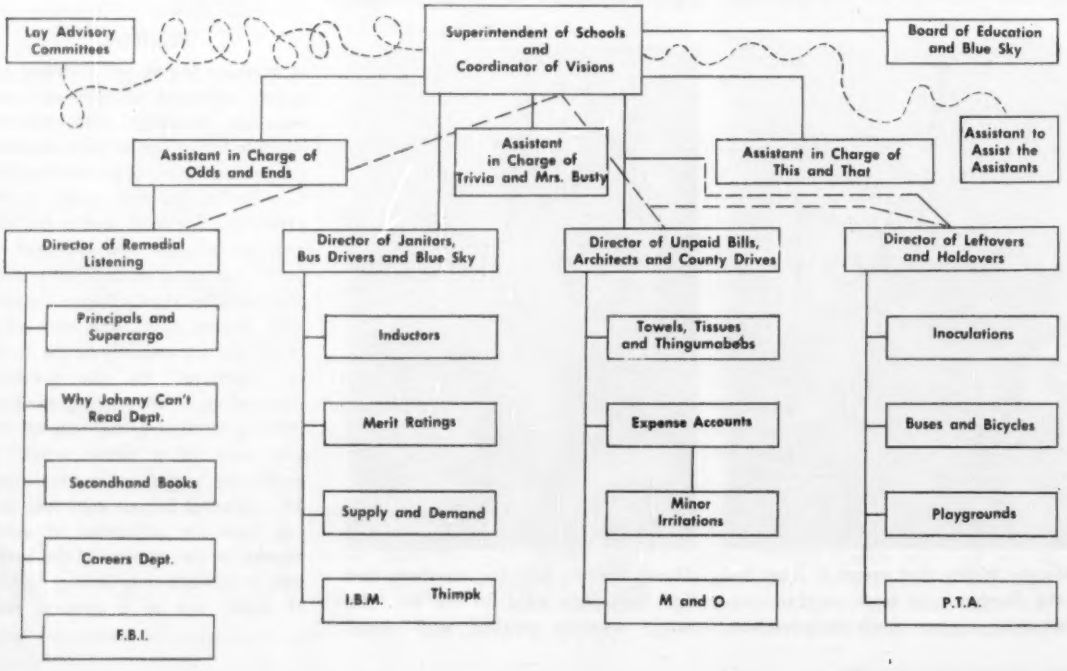
It was not until the reign of Roosevelt II that staffing came into general use. This clever ruler demanded a score of executive assistants with "a fierce passion for anonymity," a quality particularly to be desired for educational staffs but seldom obtainable.

School administrators have been slow to follow the national staffing trend. Only in recent years have their executive assistants been provided with executive assistants. Regardless of the size of the school superintendent, however, the administrative staff is becoming more and more an absolute necessity for on its proper functioning depends much of the executive tenure, prestige, salary and output.

Scores of books, charts and doodles are now available to add to a school superintendent's homework and to confuse him on how to staff. Probably the most profitable study of this kind is the 1955 Yearbook of the American Association of School Administrators, titled "Staff Relations in School Administration." Its only serious lack is the paucity of impressive charts, a situation which I have chosen to remedy.

Every school superintendent, regardless of size, is actually confronted with two administrative staffs—the official staff and the unofficial staff.

ORGANIZATION CHART (adapted from A.A.S.A., 30th yearbook, page 88)



The official staff of the larger superintendent consists mostly of *assistant superintendents,* or facsimiles thereof, in charge of administration, instruction, personnel, finance or who knows what; the *directors* of the several branches of education, including guidance, public relations, safety education, and the care and feeding of siblings; the *supervisors* of art, music, swimming and horticulture; the *principals* and those who would like to be; and, sometimes, various teachers and the senior class president. The smaller school administrator has to be content with what is left over or else appropriate the titles and responsibilities unto himself.

The unofficial administrative staff includes school boards not in official session, taxpayers, various public groups including service clubs and lone wolves, commencement orators, drugstore coaches, and other educational pressures and controls too numerous to mention. The official staff is difficult enough to control without going out of one's way looking for trouble, and we will confine our discussion to the official group.

BASIC CONCEPTS OF STAFFING

The superintendent will do well to confine himself to five or six basic concepts of staffing, the most important being to make haste slowly.

Another important concept is to get advice wherever you can find it and yet not pay too much attention to it. Everyone in the community will have original ideas on staffing, particularly those members of the staff who are being restaffed. Therefore, the staff should be involved in the decisions, for this will affect their future attitudes and willingness to cooperate.

Before staffing it is necessary to formulate a number of local ground rules depending upon where hidden barbed wire fences and other obstacles may be located. In general, the superintendent should decide these ground rules and not depend upon the advice of outside consultants at too early a stage of the game. These outside experts may know all the rules but do they know the community?

Any staff reorganization must be based upon a clearly stated philosophy. After the philosophy behind the reorganization has been approved and widely announced, the superintendent must reexamine the present staff to see how it can be fitted into the new scheme of things. The efficiencies of the staff may be somewhat difficult to discover but the deficiencies will probably be readily apparent. At this point the superintendent should not pay too much attention to alleged staff deficiencies. *The confusing principle to be observed here is that the organization of the staff is often less important than the principal of the thing, who is the superintendent.*

What is an adequate staff? Who said so? What is the most efficient organization? Why or why not? These ulcerative questions must be faced.

No exact formula has yet been devised to determine the optimum size of the administrative staff because of the complex factors involved: the current tax rate and future possibilities, the age of the superintendent and the age of entrance to school, the size of the community and the superintendent, future school elections, and community acceptance.

A recent staffing study reveals that some more modern schools have agreed on a pupil-administrator ratio of one administrative staff member for every hundred pupils, although their answers do not show whether janitors and dental hygienists are regarded as members of the administrative staff. The average ratio is about 250 to 1, in favor of the pupil. A general rule seems to be that the larger the student body the larger should be the administrative staff.

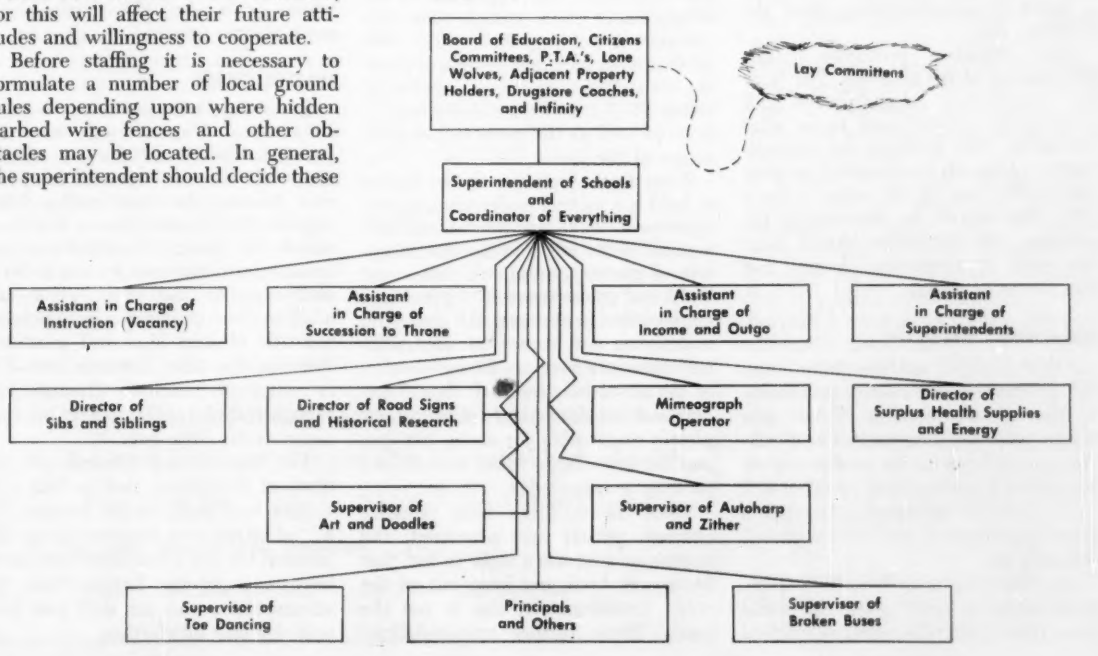
With reluctance I now approach the matter of charts, an important function that will be a continuing responsibility of the superintendent for the rest of his life.

The best organizational chart should be simple enough that those charted will understand it, complex enough to impress the board of education, complicated enough to awe colleagues in neighboring districts, and confusing enough to befuddle the public. Properly conceived and well publicized, it can be a powerful instrument in the public relations program and, if it is workable, so much the better.

CHARTING THE COURSE

One underlying principle in making an organizational chart that the administrator should always keep in mind is this: A chart is a chart. It can define, direct and explain but it cannot administer nor is it ever a substitute for human understanding. An organizational chart is never more efficient than the administrator who makes it or the staff who makes it work. A chart deals with exposition and orderly procedure, but a school

MULTIPLE CONTACT CHART (adapted from A.A.S.A., 30th yearbook, page 70)


Board of Education, Citizens Committees, P.T.A.'s, Lone Wolves, Adjacent Property Holders, Drugstore Coaches, and Infinity
Lay Committees
Superintendent of Schools and Coordinator of Everything
Assistant in Charge of Instruction (Vacancy)
Assistant in Charge of Succession to Throne
Assistant in Charge of Income and Outgo
Assistant in Charge of Superintendents
Director of Sibs and Siblings
Director of Road Signs and Historical Research
Mimeograph Operator
Director of Surplus Health Supplies and Energy
Supervisor of Art and Doodles
Supervisor of Autoharp and Zither
Supervisor of Toe Dancing
Principals and Others
Supervisor of Broken Buses

administrator deals with people, who are oftentimes difficult to chart.

The next step in staffing is job analysis. Researches in educational administration have discovered that there are 52 distinct and important administrative functions that every school superintendent must (1) do, or (2) allocate, or (3) forget. Most administrators are positive that the number of such functions approaches infinity. Probably the researchers forgot to include the span of control, but even 52 major responsibilities are well nigh impossible for one person to crowd into a 20 hour day.

The question then arises whether to allocate or forget, and the consensus leans toward allocation. This will come as a brand new concept for some administrators, and one they may find difficult to carry out.

The easiest method of doing a job analysis is to let the personnel office do it, but in the absence of same it becomes homework for the superintendent. In making job analyses a wealth of sample material can be obtained from any near-by factory or from the American Management Association, under the heading of "The Production Function."

A good job analysis defines the area of job responsibility and the functions of the jobber and usually gives sample illustrative duties. For example, in compiling an analysis for an elementary school principal, the areas of responsibility would include improving the educational program, selecting and developing personnel, working with the community, and managing the school. After that the analysis can get a little more personal. Probably it ought to say something about the children, too.

Two important principles govern the making of job analyses. The first: In a competent administrative staff every single person must know what his job is. *This includes the administrator, whose job is sometimes keeping out of the way of the other fellow's job.* The second: *In formulating job analyses, the formulator should keep his sense of proportion, humor and the fitness of things.*

OBTAINING THE STAFF

Once the job analyses have been filled out, it becomes the responsibility of the administrator to fill the jobs themselves. Despite painful and continuous evidence to the contrary, most employers are convinced of their skill and ability in selection, although a batting average of over .300 is almost unheard of.

In gathering unto himself a lively administrative staff, after the usual amenities about the weather, mutual friendships, and personal idiosyncrasies have been explored with the candidate, a further qualification that should be examined is evidence of future loyalty. Some employing officials assert that, because of the peculiarly intimate relationship of staff and administrator, loyalty is more important than weight, height or proclaimed musical ability. As noted before, the philosophy of education is the most important point, for if there is no agreement on philosophy both the charts and job analyses will lose all their effectiveness.

In today's job market it is advisable not to oversell the job. The utmost frankness should prevail between seller and buyer. This is particularly true in obtaining executive assistants and assistant superintendents, whose successful future relationships with the administrator will depend upon mutual respect, understanding and the dignity of man. Every staff assistant must be made to feel that his job is important and that it is not true, as has been stated by public enemies of the school, that an executive assistant is a mouse in training to be a rat.

The principle involved here is so simple and evident that it scarcely needs to be mentioned: *The school administrator must create a staff that will create the administrator.*

HOLDING THE STAFF

The success of an administrator with his staff lies not so much in his procuring ability as in his holding power and, in these uneasy and peripatetic times, holding is an increasingly difficult problem. Salary schedules, job satisfaction, and opportunities for advancement have always been important in holding, but today that process must include a review of housing costs, living conditions, number of coffee breaks, and community aspirations as well as the professional challenges of the job.

Even more important in the ability to hold is a mutual understanding and agreement with the educational objectives of the job, a clear-cut conception of the responsibilities, duties and limits and an assurance of support and appreciation in attaining the goal. The underlying and somewhat contradictory principle here is: *Every member of the administrative staff should understand his duties and be held completely responsible for same, but you and the community know as well as I do who is responsible.*

Once the staff has been properly charted, picked and processed, the superintendent has a right to feel that he can sit back and keep out of the way. Unfortunately, this is not the case. Three further responsibilities confront him. He must constantly research, evaluate and reorganize.

In connection with his staff responsibilities his research may be broken down into four activities: (1) constant, unremitting staff supervision; (2) acute and critical observation and adaptation of the way his peers handle staff problems; (3) reading and studying many books on educational administration and management, and (4) avidly perusing the educational magazines. In the pages of these periodicals he will find many answers.

Evaluation is one of the most painful and lonely processes known to man. In these days of architects, blueprints and bond issues, it is particularly difficult to evaluate, for it leads to continuous reorganization, which in itself is discouraging. Reorganization, however, is not a crusading, spectacular, one-shot event where people and things get all "shook up." It should be a normal day-by-day attempt to use the new ideas, new procedures, and new inventions of the most prolific period in history. Even before the school superintendent has found ways to use radio, along comes TV and he needs a new staff member to see that the circuits are closed and the charts revised. This leads to another principle of staffing: *Every member of the administrative staff must be a leader but the administrator must lead.*

All of the work in staffing, charting, analyzing, delegating and supervising will come to no good end without one more ingredient, which is "inspiring." In his puttering around with the little boxes and the broken lines of the chart that directs who shall report to whom or maybe, the administrator must always inspire.

MASTER CHART

Some day, we may hope, a great Educational Thinker will take his pencil in hand and draw a master chart. At the very apex of the pyramid, heading the entire staff-and-line organization, he will draw a box from which the lines of contact and responsibility reach out to touch every staff member and every child and adult in the community. He will erase the title of Boss Man and substitute therefor the title "Initiator and Coordinator of Visions." Humbly and thoughtfully he will inscribe his own name in the little box.

For Visions and Dreams are the Stuff of Education, and to him who visions and leads as he dreams, the 52 administrative responsibilities discovered by the researchers will never become a greater burden than the administrator and his staff can bear with joy and satisfaction. #

OPINION POLL

Study halls serve a greater purpose in senior high schools than in junior highs, say substantial majority of schoolmen polled

A nationwide sampling of superintendents' opinions by The Nation's Schools

THE stated question for this month's opinion poll distinguishes between the need for study halls in junior high schools and study halls in senior high schools. Administrators give a heavier vote to the study hall for senior high (63.8 per cent) as compared to 43.3 per cent for junior high schools.

But the real question to most administrators seems to be the study hall itself. The majority of replies follow a straight ticket, either Yes for both, or No for both.

On the Yes side of the ledger there is a strong emphasis on practicality. "I don't know how you can build a schedule of classes without having some pupils free each period. We still have some study halls with 20 per cent of the student body," reports a Missourian.

You need study halls whenever you have five or more periods in the school day, agrees a Michigan man. Several point out that the smaller school would be in real schedule trouble without the study hall.

Study halls take care of students during their free periods. Furthermore, they make it possible for one teacher to supervise more students. Study in the homeroom keeps too many teachers busy, without giving *them* a free period, other administrators assert.

SHOW CURRENT PRESSURES

These replies reflect current pressures on the schools neatly summed up by a New Englander: Study halls are needed "as long as there is a shortage of teachers, and a shortage of money to pay for extra teachers that would be needed if the school were to run without study halls."

Without study halls, flexibility in scheduling is reduced, making it more difficult to provide for individual differences, several noted. Many students are not able to carry a full load of classes, and it is difficult (and undesirable) to schedule a student for every period in the day.

Many stress the desirability of having a study hall next to the library, so that students can do research and develop study habits that include use of the library facilities.

A Texan regards study halls as a waste of time so far as students are concerned, but believes library periods should be assigned, the latter to be under the direction of a qualified librarian.

Anyhow, students need supervised study! "Young people have not developed to the point where they will discipline themselves to do their assigned tasks without adult direction," says an Iowan of this persuasion. "Supervised study is essential," comments another schoolman, "and it is more economical to supervise study in a study hall than in the homeroom." A rural administrator adds that more than 50 per cent of his students do not have time for study at home.

A Minnesota administrator sees no alternative to the study hall, "Under our program," he asserts, "we have an activity period in which pupils may choose some type of hobby group, but there are a few who do not fit into any one of the groups. Also we have difficulty in arranging for full-hour participation in music every day, and we cannot give instruction in art for lack of teaching personnel in this field. We cannot give physical education five days a week, and we still have pupils who need some place for a share of the day where they can be supervised and may have access to the library, which is inadequate to accommodate an entire class."

WHILE IN JUNIOR HIGH—

At the junior high level, 43.3 per cent of administrators believe that supervised classroom study is a better answer. There is recognition of the fact that the junior high school is often less departmentalized than is the high school. And in either case, when the core curriculum is used, the superintendents doubt that study halls are necessary.

The larger percentage of votes for senior high study halls seems to stem largely from the increased complexity of the high school. But one administrator who distinguished between the junior and senior high explained that advanced students, particularly the college bound, need a quiet place for study.

From an economic point of view, some schoolmen think large study halls are too expensive. They should be all-purpose rooms, or should be combined with cafeterias or libraries, they said.

IS "STUDY" HALL MISNAMED?

But waste of time, not money, is the primary charge of those opposed to study halls. "The most misnamed room in the school," comments a Michigan administrator.

A sizable group of superintendents who veto the study hall tell us that they operate on a 70 minute period, with class time for study under the supervision of the subject instructor. After several years with this kind of plan, a Wisconsin administrator reports that students make better use of their study time.

A New Jersey man objects to the whole idea of homework, and its corollary, the study hall. "Is homework needed? Where?" he asks. "Do it on the job in a classroom workshop, not in a blank room. Lengthen class periods; have more materials in a self-contained classroom."

Substitute library periods, or let the classroom teacher take her students to the library, others recommend. "The study hall creates more problems than it solves."

Economy *is* an issue here, in the mind of an Ohio administrator. Unless the study hall is a teaching-learning situation, it's too expensive to use professional personnel to supervise it. "It could and should be handled by nonprofessional people," he says. #

STUDY HALLS IN JUNIOR AND SENIOR HIGH SCHOOLS

1. **Are study halls needed in plans for new junior high schools?**

   Yes.....43.3% No.....52.5% No opinion.....4.2%

2. **For new senior high schools?**

   Yes.....63.8% No.....33.3% No opinion.....2.9%

COUNTY AUDIO-VISUAL PROGRAM

A wide variety of audio-visual materials is available on order from the Santa Barbara County A-V department. Each board of education is expected to furnish equipment and classroom facilities to enable teachers to get results.

THE many advantages in cooperative, decentralized audio-visual services are clearly illustrated in the operation of a County School Service Fund established in 1947 for California counties. Here the state supports school districts, with each county superintendent serving as an essential executive agency on the intermediate level. The resulting service assures adequate scope to provide efficient, economical operation. It is decentralized because the county superintendent is in close contact with the needs, problems and potentials of the districts he serves.

Such rapport is especially important in areas with great diversification. California's variation in terrain, population density, and economic potential create many "individual differences" among school systems.

California counties range in size from Alpine with less than 50 children, distributed among three widely separated mountain communities, to Los Angeles with more than 950,000 children in 1352 public schools.

Costs and economic potential also vary between districts within counties. It is not uncommon to find a district covering a residential community yielding many children per acre with low assessed valuation adjacent to a district comprising an oil lease with few children but capable of producing many tax dollars.

Such factors limit the ability of smaller districts to maintain independent educational services on a par with larger city districts. Yet children in the small schools also need opportunities to benefit from professional leadership, educational materials, and clerical services of a high caliber. The state legislature recognized the needs and the problems involved in developing an adequate program and established the County School Service Fund. This fund enables the superintendent of schools of each county to serve as a catalytic agent, professionally coordinating financial stability afforded by the state with the need for service at the district level.

Departments of audio-visual education service had been recognized as a basic function by most county superintendents prior to 1947. Additional state funds permitted significant improvement of service by existing departments and development in areas not previously served.

When state, county and district educational systems unite to provide audio-visual service, recognition of the unique rôle of each is essential for efficient operation with a minimum duplication of effort and expense. A general pattern of responsibility has developed in California without rigid state regulation. The state offers support through professional leadership, credential standards, and supplementary funds. Counties provide audio-visual services and materials of the type essential to a complete program but impractical for districts to afford independently. Local districts supply service, materials and equipment for which there is repetitive or immediate demand.

The state, through its Bureau of Audio-Visual Education, coordinates information on operation of audio-visual departments without exercising control over local policy. Its personnel supports local district and county programs by functioning as consultants rather than as supervisors.

District administrators—superintendents and principals—are responsible for direct internal coordination of service and for utilization of materials within their schools. The board of education in each district provides audio-visual equipment and classroom facilities enabling teachers to use materials of all types effectively. Draperies or other light control devices that are required for satisfactory projection of color films are being installed in each classroom by many districts.

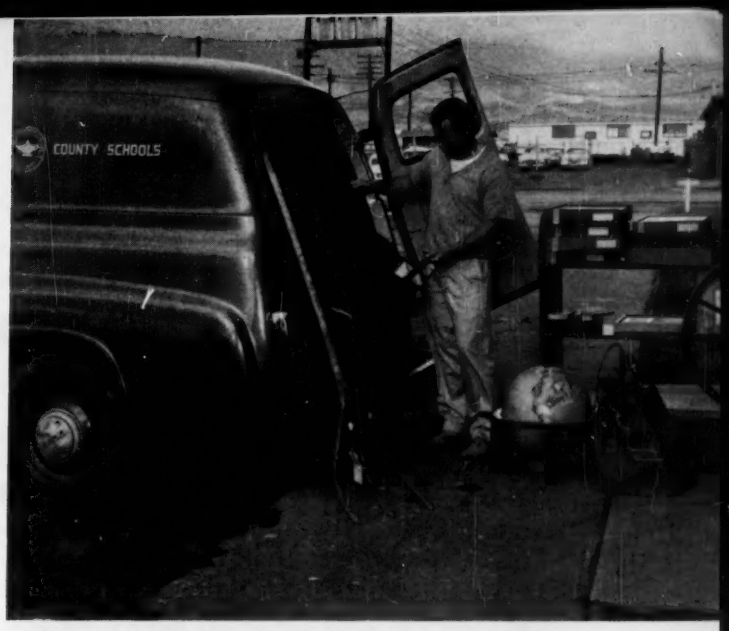
Any district may contract with its county superintendent for schools to receive A-V services. Few, except large city districts, can independently afford to provide all the opportunities for audio-visual education needed by children in this time of rapid expansion. Most districts, therefore, participate in a county service program.

The financial advantages of cooperative service are demonstrated by Santa Barbara County's 1956-57 rec-

Manipulation of authentic objects help these children in an isolated school develop meaningful insight as they study the history of early California.

Both small and large communities gain from the advantages of cooperative, decentralized A-V services that are offered by County School Service Fund

J. ROY BARRON
Supervisor, Instructional Materials, City Schools
Santa Barbara, Calif.



The scheduled delivery of all types of audio-visual materials helps to ensure maximum service to schools and to achieve full use of materials. A special effort is made to correlate learning experiences through the A-V materials.

ords. For this single year, independent purchases to duplicate materials borrowed from the audio-visual department in the 33 districts served would have cost $574,850. Yet, the total district contribution was $15,294 and the apportionment from the County School Service Fund, supplied by the state, was $22,761. Material value received by the districts average $31.33 per ADA from an investment of $0.83 per ADA.

Films are a prime example of the type of material justified for county purchase by virtue of the increased distribution potential and lower cost per use. Though they are relatively expensive, it is generally agreed that purchase is justified over rental when films are "booked" five or more times annually for 10 years. Most films far exceed such use when distributed.

Purchase of materials leads to satisfactory use only when organizational services are provided to facilitate handling. Teachers must be kept informed of materials available to fit their specific curricular needs, and many counties provide each teacher with an annual catalog supplemented with periodic bulletins. Since orders must be handled with efficiency and dispatch, county departments use special requisition forms, returning confirmations promptly to enable teachers to plan for use of materials.

A dependable distribution system is essential to effective service. Weekly truck delivery to each school, with normal loan periods based on this schedule, is the general pattern throughout California counties. Biweekly service is provided in some cases, however, and one county in a densely populated area makes daily delivery to each school. A scheduled delivery (and return) system assures maximum use of materials by permitting reservations to be made with a high degree of dependability. This system, the advantage of scheduled contact with each school, and the great convenience of delivering all types of materials from modern filmstrips to antique spinning wheels are some of the advantages of decentralized service at the county level.

To improve use of materials within districts, consultant service is available for administrators on request. This includes programs designed to develop teacher competence in utilizing audio-visual methods as well as advice on acquisition of equipment and facilities to encourage use.

Advisory committees of teachers and administrators have been organized in many counties to recommend policies for operation of the audio-visual department, to suggest needs, and to evaluate preview materials. State law requires that the county board of education approve audio-visual materials prior to purchase, and such action is usually based on recommendations of the advisory committees.

In the formative years of the County School Service Fund program, budget apportionments were approved by the state department of education upon justification by each county school superintendent. In some counties that lacked established audio-visual departments, sole support was derived from state funds. In others, local districts contributed supplementary funds on contract with the county superintendent. Such district participation has always been voluntary.

District contributions are usually based on a formula developed by a committee of administrators representing districts within each county. With each county functioning independently of state control, a wide variety of formulas have developed. They are based on such factors as ADA, standard teacher units, assessed valuation, and combinations of these. In most counties separate formulas are prescribed for elementary and for secondary schools. As a result, by 1953 total district contributions ranged from 0 to 58 per cent of various county audio-visual budgets.

Realizing that a more equitable basis of state support should be established, the legislature in 1956 ruled that steps must be taken to secure 50-50 district state contributions by the 1958-59 fiscal year. Budgets and formulas throughout the state are being adjusted accordingly. Indications are that the total expenditures for audio-visual education will increase considerably. #

Morris C. Williams, right, coordinator, A-V education, Santa Barbara County, discusses the program with Hal Caywood, county superintendent.

How to Save Money on School Bond Sales

A working knowledge of mechanics of borrowing for schoolhouse construction helps minimize current costs and leave debt structure flexible

JOHN B. RICHTER
Butcher and Sherrerd, Investment Bankers, Philadelphia

ATTENTION to well established procedures in the marketing of bonds may well gain for your school system a more favorable financial arrangement. Specifically, it may help your district achieve the economies of a lower interest rate. This article offers some guide posts to successful bond marketing procedures.

"Marketing of school bonds" simply means going into the market place to borrow money for school construction purposes and promising in writing to repay the borrowed money, with interest, at specified future dates. The circumstances surrounding this borrowing determine its cost. Bonds normally come in denominations of $1000, so that a loan of $200,000 is made up of 200 bonds, or individual evidences of indebtedness, of $1000 each. Denominations of amounts less than $1000 ordinarily are impractical to use.

The fact that the income accruing to holders of school bonds is not subject to federal income tax makes these obligations especially attractive to many investors. It explains why school issues bear rates of interest that generally are lower than those on corporate (taxable) obligations of equivalent rating or quality. Then, too, in the states in which they are issued, school bonds normally are free from state income and/or personal property taxes.

Adapted from a lecture delivered at the first international workshop of school business officials, held at the University of Pennsylvania.

In virtually all cases these bonds are negotiable, one aspect of this negotiability being that they may be bought, sold and transferred. This also has a direct effect upon the rate of interest.

SECURITY BEHIND BONDS

Bonds for school purposes are issued by the school district undertaking the building program or by a public corporation or authority specifically set up for the purpose. Because of the variety of possible arrangements, all will be referred to here as "school systems." The sources of income with which they plan to repay the loan and to pay the interest as it comes due are of deep concern to the persons who buy the bonds, for it is in the money raising power of the system that the security for the bonds ultimately lies.

School systems generally receive a large part of their income from direct taxes on real estate. Where there is a limit to the tax that may be levied the security is not quite so strong. State or federal aid always has been regarded by buyers of bonds as a less secure source of income than direct taxes on real estate, because of the possibility that future legislative bodies may change the nature or amount of such support. In those states that guarantee the payment of bond principal and interest, such guarantee, by strengthening the security, tends to lower the rate of interest asked.

Whenever a school system undertakes a building project to be financed by the marketing of bonds, it finds itself faced with the necessity of dealing with a number of professional advisers. It is important that these advisers be selected with care, because the work they do and the arrangements they recommend will be reflected in the financing terms. Principal among the professional advisers on school building projects are the following.

TEAM OF EXPERTS

Architect. If the architect is unduly slow in preparing his plans during a period of rising interest rates, the delay probably will mean additional interest costs for the school system. If his plans call for a high per pupil expense, the heavier debt loan that must be undertaken could result in less favorable borrowing terms. Therefore, from the financial point of view, an architect who is prompt and who designs economical buildings is to be preferred.

Solicitor. Each school system usually is represented by legal counsel, whose duty it is to protect the system's interest in all its dealings.

Bond Counsel. For the issuance of its bonds the system needs a firm that specializes in this field.

Investment Banker or Financial Adviser. The functions of this fourth member of the team of experts will be described later in this article.

The most important advice to bear in mind in connection with the four types of professional advisers is that the school system should select the most competent persons it can find, and select them early. They should be appointed just as soon as it is known definitely that the project is coming. Their fees or other charges will be no higher if they are appointed early than if appointed late, and meanwhile they can help avoid any steps that otherwise might have to be retraced.

HOW BANKERS FUNCTION

One of the least understood functions in the marketing of school bonds is that of the investment banker. Many have the impression that he loans money to the school system, or that he somehow receives and keeps the interest that the system pays upon its bonds. These impressions, of course, are not correct.

The function of the investment banker is the amassing of capital for the accomplishment of the project, the "channeling of savings into investment in securities." He accomplishes this by buying the bond issue from the school system at a specific dollar price, intending to sell the bonds at a slightly higher price to ultimate investors, thus making a profit.

The investment banker trades in bonds like any other merchant trades in products. The ultimate investors to whom he sells the bonds include individuals (particularly those who will be benefited by the tax exempt feature), fire and casualty insurance companies, pension funds, life insurance companies (to a lesser extent, because of a limited tax liability), fraternal societies, corporations and commercial banks (who may purchase for their own account or for funds left in trust with them).

At the same time that school systems issue bonds to acquire funds, other public bodies, such as sewer and water districts and housing authorities, are clamoring for the same savings out of which the funds must come. States and the federal government, too, are seeking savings with which to build and improve road networks, as are corporations to build new and enlarged plants or to modernize their equipment.

In the final analysis the savings (represented by bank accounts, insurance, individual accumulations, and so forth) are channeled to those purposes that assure the bond purchaser the greatest return, with safety, on his investment. It is a function of the investment banker so to arrange the financing for the school system that the rate of return and the security will be sufficiently interesting to the investor to attract the needed funds.

HOW IS YOUR SCHOOL BOND I.Q.?

For answers to the following bond questions, see accompanying article:

What are the major steps in the marketing of school bonds?

Which pitfalls are to be avoided?

Why are school bonds an attractive investment?

Who comprises the team of experts needed to launch a successful bond sale?

What are the factors, from an investment banker's point of view, that make for bond salability?

What are the three methods of selling school securities?

Is it smart to delay a bond sale in the hope of a drop in interest rates?

Why should refunding privileges be made a condition of sale?

Are the ratings of statistical houses important? How can they be kept high?

How can conflict with future bond issues be avoided?

LOW CAPITAL COST FAVORED

Several other matters about the investment banker's approach to school building projects generally are not well understood. One of these relates to the cost of the project. Apparently it is believed in some quarters that the investment banker prefers a high construction cost—that, for example, he would rather see a school cost $4 million, even though the same building could be erected more economically for, say $3 million. Such a condition might be true if the investment banker were in business for just this one financing and no others; however, since he actually is interested in his long-term relationships with the school system, he would rather see more economy practiced. The reason for this is that the higher the debt contracted by the school system, the more difficult it is to sell the bonds. There is a more ready market for the obligations when the debt equals only 5 per cent of the assessed valuation than there is when it is 25 per cent.

A further matter about which I find some misapprehension on the part of school officials lies in the matter of the trend of interest costs. Some think that investment bankers like to see interest rates going up, because then they will make more money. Actually, quite the opposite is true. When interest rates go up, it is more difficult to sell bonds of older issues which the investment banker may still own, so that these may have to be marked down in price in order to be salable. On the other hand, when interest rates are going down, the investment banker finds it easier to sell the bonds, so that there is little likelihood of any loss of value on his inventory of older bonds.

HOW BONDS ARE SOLD

School bonds normally are sold by one of three methods: advertised (or public) sale, invited sale, and negotiated (private) sale.

In the case of an *advertised* bond sale, someone who may himself be an investment banker usually acts in the capacity of a financial adviser. He compiles data summarizing the financial affairs of the school system, lays out an appropriate schedule for the maturity of the bonds and the amortization of the loan, prepares the prospectus or the "official statement," which describes the bonds to be offered and the method by which the district intends to acquire the funds for making principal and interest payments. The financial adviser also supervises the advertisement for bids, is present when bids are received, and assists the school system in determining the winning bid.

For the *invited* sale the process is almost the same as for the advertised sale. In this case, however, instead

of advertising for the bids of any investment bankers the school system sends invitations merely to those who are known to have an interest in the particular type of bond.

Under the *negotiated* (private) sale plan, the school system enters into an agreement with an investment banker to take care of the entire work of arranging the financing and then presenting to the school system a proposal of purchase of its bonds. This proposal the system may accept or reject. The idea here is that because of his intimate familiarity with the bonds to be offered and the extended period of time during which he can work, the negotiating banker can present a more favorable proposal than can an investment banker bidding at advertised sale.

The laws of various states govern the conditions under which school bonds may be sold, and determine whether an advertised, invited or negotiated sale may be used. Generally speaking, the advertised sale is the method prescribed for general obligation bonds, while for the more complicated revenue bonds, issued by authorities and commissions, any of the three methods of sale usually is permitted.

WHY INTEREST RATES VARY

One of the questions most frequently asked by school officials concerns the reasons interest costs vary from one community to another, and even within one community over a period of time. Basic factors that combine in any given bond issue to produce a specific level of interest cost are of two types: those which by their nature are external, or apart from the community itself, and those which are internal, arising from the nature of the community and its own financial arrangements.

The *external* factors affecting bond interest rates are not subject to local control. The first of these factors is the general level of interest rates, which in turn depends upon the general supply and demand for money and credit and upon the policies of the federal government. At a time when the demand for money and credit is higher than its supply (as at the present time), the cost of loans as expressed by interest rates tends to rise. In such circumstances, the interest rate which a community will have to pay on its bonds will be higher than if the situation were reversed.

The federal government, too — through its management of the debt, its own level of spending and Federal Reserve Board controls—may cause interest rates to be higher or lower. Thus it may act in accordance with the forces of supply and demand, may take a neutral position, or may act to offset the effect of the forces of supply and demand for funds.

Another external, uncontrollable factor is the competing supply of other bonds in the market. For this reason the board should consult with its investment banker on the timing of its sale.

One caution is in order here. A community should coordinate its approach to the bond market with its construction needs, and not attempt to "play the market" so as to achieve a sale during the week or month when it thinks interest rates may turn downward. When this has been attempted the results have oftener than not been unsuccessful. Also, construction costs may rise during the intervening period. Bear in mind that the cost of borrowing may be refunded at a time of lower interest rates but that construction costs are not refundable.

Factors of an *internal* nature that affect school bond interest rates (those that arise within the community) are both qualitative and quantitative. In some cases they are controllable.

Among the *qualitative* factors are the nature of the people, their previous record of paying off debts and taxes, the general economy of the area and additional financing requirements for school, sewer, water and so forth.

Primary among the *quantitative* internal factors that affect bond interest rates (those that may be measured) are the relationship of total debt (including the debts of overlapping political subdivisions) to the basic measures of community wealth, such as the market and the assessed values of real property and the population. Clearly, a community whose total debts amount to 40 per cent of the total assessed valuations of real estate is not as easily able to repay its debt as one in which the percentage is only 20, all other things being equal. Other quantitative factors are the level of rates and charges, or taxes in relation to either a probable point of diminishing returns or an actual ceiling.

The ratings affixed to bond issues by statistical services are very important. The submission of original material to these services is usually handled by the investment banker, but school systems should see to it that adequate information is continuously supplied after the bonds are issued since a lack of current information may cause the removal of the rating.

REFUNDING FUTURE FINANCING

Where the law provides the school system with the ability to refund its bonds, the system should take pains to assure the insertion of such conditions in the original agreement of sale and make certain that the circumstances surrounding them are the most favorable possible. This privilege enables the system, when interest rates become lower, to sell a new issue of bonds at a lower interest rate and, with the proceeds, to pay off the earlier, higher interest rate bond issue, thus effecting a saving.

Another matter to which attention is all too infrequently given is that of additional financing. Many school systems find themselves returning again and again to the capital markets as the school population grows. Whenever there is any possibility of additional future financing, school officials should make sure that they reserve, insofar as possible, the borrowing capacity and the budgetary capacity to support the increased debt. For instance, Pennsylvania school systems financing by the authority method may have their debt scheduled to mature at any time up to 40 years. Some systems, in order to save interest money, have scheduled their debt to mature over a shorter period, such as 25 or 30 years. This is an admirable idea for saving interest money in the long run; however, it does require a higher payment per year, and some school systems have found this higher annual payment a distinct disadvantage when after a few years they have had additional financing to do.

CONCLUSIONS

If I were to suggest lessons to be learned in connection with the marketing of school bonds, they would be these:

If a building project is necessary, get a good team of professional advisers—architectural, legal and financial—and get them early.

Be particularly careful to try to keep the capital cost of the project down, for increases in capital costs will have a greater effect upon the total dollars paid than will changes in the level of interest rates.

Arrange for the project to be paid off in the fewest possible years consistent with the budgetary flexibility needed for future building or other expenses.

Do not try to "play the market" in the issuance of bonds.

Strive for the most favorable terms for additional financing, refunding, and so forth.

Bear in mind the internal factors which govern rates of interest, and try beforehand to arrange as many of them as possible in a way that will make them contribute a more strongly secured bond issue. #

Recurrent A.S.F.S.A. convention theme:

Food Service, Too, Is Education

LEO E. BUEHRING

ST. LOUIS.—"We administrators have been so busy building buildings and balancing budgets that often we have not taken time to be courteous and decent to people like you who feed our children—one-fourth of the 43,135,000 students enrolled in schools and colleges. Yet the total school program is not complete, nor is it well balanced, without including a nourishing meal during the school day."

These observations by William Henry Shaw, superintendent of education, Muscogee County school district, Columbus, Ga., pleased the 2400 members and guests of the American School Food Service Association, here in convention, November 11 to 14.

Mr. Shaw's remarks spotlighted two of the meetings' most frequently recurring themes: "How can we win the enthusiastic support of more superintendents, principals and teachers for the school lunch program?" and "How can school food service people gain acceptance by schoolmen as partners in education?"

To the question, "Is school food service really part of the educational program?," the convention reechoed repeatedly with an emphatic Yes, and proceeded to state its reasons:

Said Charles A. Naylor, assistant to the superintendent of instruction of the St. Louis public schools: A properly administered school lunch program is a necessary aid in a child's maturation.

Evelyn L. Terrell, retiring president.

Dr. Naylor and other speakers stressed the school food service program as a vital part of school living from which children can learn much, because: (1) It promotes health in children and thus activates good learning ("Any teacher can tell you that it is impossible to teach a hungry child."); (2) it teaches the facts of nutrition and trains children to select the right kind of foods; (3) it emphasizes courtesy (in the waiting line) and instructs in the proper use of tableware; (4) it encourages cleanliness and sanitation. Beyond this, the program tends to foster better food habits in the children's homes.

CONVENTION CAPSULE

A minimum of business marked the general program. Four days of executive board meetings preceding the convention had disposed of much of this.

Under the direction of Josephine Martin, program chairman and Georgia's assistant state school lunch supervisor, the way had been cleared for: two general sessions, a special evening session, a mass clinic, an exhibitors' dinner, and the annual banquet. During the remainder of the time delegates conscientiously patronized an array of discussion sessions, panels and a symposium.

The speakers' subjects ranged from "the effect on the growth of male albino rats fed on diets containing irradiated foods" to food facilities engineering, and from disaster feeding to keeping "the taste of love" in the cooking and "serving personality with the pie."

Discussion groups were set up on the basis of special interests and according to affiliation with the four sections that comprise the A.S.F.S.A. membership: state supervisors and directors; city, county and district supervisors; college personnel, and single unit personnel.

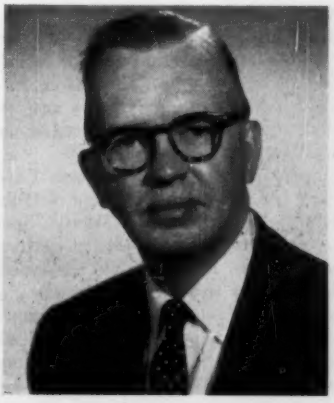
During the week the house of delegates met and separate business-inspiration luncheons for the five geographic regions were enjoyed. All past presidents were made life members. The Margaret E. Prentice Award was voted to Mrs. Dean LeFevre, Panguitch, Utah.

New officers and directors elected in September took over at the close of the convention. Headed by President Harvey K. Allen, director of school lunches, Brooklyn, N.Y., they were presented to the audience. Announced were the establishment of the nation's first postgraduate course in school lunch administration at Oklahoma State University, Stillwater, new scholarships, and future convention cities: 1958, Philadelphia, November 17 to 20; 1959, San Francisco, August 9 to 13, and 1960, Washington, D.C.

Recruitment of personnel and professional training were the two major problems receiving association attention. "Educating the educators underlies progress in both areas," said Louise A. K. Frolich, Kansas City, Mo., college personnel section chairman.

"Last year more than 1.5 billion children were fed in the nation's 60,000 school lunch departments (mainly in the 105,000 public elementary and secondary schools) at an expenditure in excess of $800 million," Miss Frolich reported. "School managers must be well trained to serve this vast number of youngsters and to administer the multimillion dollar program. Today's school lunch program demands a knowledge not only of food preparation but of accounting, personnel, public relations and other skills," she declared. (*Cont. on Page* 64)

Harvey K. Allen, the new president.



PAST PRESIDENTS: Certificates of membership for life were issued to the nine living past presidents of A.S.F.S.A., including, left to right, Winning S. Pendergast, Detroit, 1950-51; Ruth E. Walker, Oakland, Calif., 1951-52; Thelma G. Flanagan, Tallahassee, Fla., 1949-50; Eva M. Hurley, Kansas City, Mo., 1952-53; Edith M. Cushman, Hartford, Conn., 1954-55, and Josephine P. Morris, San Jose, Calif., 1955-56. Not attending were: Constance C. Hart, Rochester, N.Y., 1946-47; Betsy W. Curtis, Cincinnati, 1947-48, and Mary deGarmo Bryan, Chicago, 1948-49. The 1953-54 president, Margaret E. Prentice, died in office.

Of more immediate concern to the lunchroom manager in her day-to-day operation is the problem of providing Class "A" lunches while staying within the budget. Back in 1940, a hot lunch serving, if it was available, cost from 15 to 20 cents. Despite all subsequent inflation, football boys still are being fed for 25 cents, it was pointed out. "This is nothing short of a miracle."

SEEK LEGAL ADOPTION

Repeatedly and emphatically speakers stressed the need for providing for the school food service program in the budget of the school system, "of which it is an integral part." Professionalization of lunchroom personnel will come slowly, indeed, so long as salaries must be paid out of the food operation alone, as still is the case in all too many systems, it was agreed.

While various speakers bemoaned the absence of enthusiastic support of administrators and teachers of the school lunch idea, most agreed that correction of this situation is a selling job for food service managers.

"The potential of our association will not be realized," said John N. Perryman, A.S.F.S.A. executive secretary, "until we convert parents and teachers to the value of the school food service program. Meanwhile, let's not bawl out anybody; let's just sit down and grow awhile in professional skills and accomplishments."

Speaking more critically was Lawrence J. Taylor, vice president of Hillsdale College, Hillsdale, Mich. "As a group you ought to avoid the perhaps unconscious arrogance of assuming that you are the only people who are dedicated. Have you actually sat down with your superintendent, principals and teachers to discuss the problem, or do you feel inferior and that the job is hopeless? It may be that you have given these people as little to say in your area as they have given you in theirs."

Mildred Flanagan, an association past president and director of the state school lunch program in Florida, told a representative of The NATION'S SCHOOLS that the greatest single need in the food school service field today is legislation defining the authority of state and local administrators of the federal lunch program. In Mrs. Flanagan's opinion, intermediary agencies can help increase the benefits to the child of the surplus commodities plan.

What should be the qualifications of the lunchroom manager? How, how much, and for how many months a year should she be paid? Each school board should put in writing its goals and procedures for food service just as it does for other divisions of the educational program, Mrs. Flanagan believes. She urged food service people to shed "a reluctance to assume a position of leadership" and to have the courage to take a stand especially in helping change inadequate laws.

Outgoing President Evelyn L. Terrell told members that "a chorus of voices is lifted urging members to educate our people to the value of the food service program, reminding them that food is more than 'something to fill us up.' Old ways are good ways, but sometimes new ways are better."

MASTER PLAN

"There is no higher cause than school food service," President Harvey K. Allen told the banquet audience. "It enables children to realize more fully the potential with which they have been endowed by their Creator."

Mr. Allen told this magazine that during the coming year the association will concentrate upon consolidating the gains made during recent years. The problem is pointed up by the growth in membership from a few hundred in 1946, the year of organization, to more than 11,000. Most of these are affiliated through 44 state organizations, five of which, plus Alaska, were formed during the past year.

The strength of the national association, said President Allen, depends upon the health of these 44 state affiliates, and every effort will be made to undergird their operations. Toward that end a handbook for affiliated associations has been prepared.

Even with this fantastic growth, A.S.F.S.A. today still represents less than 5 per cent of the estimated quarter million of school lunchroom workers.

In addition to President Allen, newly elected members of the executive board are: president-elect and chairman of the house of delegates, Anne W. Maley, North Carolina state supervisor of school lunch program, Raleigh; treasurer, Gerald G. Ramsey, director of food services, Southern Methodist University, Dallas, Tex. Holding over as secretary is K. Elizabeth Lamson, state school lunch supervisor, New York.

The newly elected regional directors, who also are regional chairmen, are: *Midwest,* Ruth J. Yauger, director of public school food services and home economics education, Akron, Ohio; *Western,* Laura P. Wells, state director of school lunch program, Oregon; *Southeast,* Eleanor Pryor, state supervisor school lunch program, Georgia. Continuing regional directors are: *Northeast,* Helen Diehl, associate in school lunch administration, state department of education, New York; *Southwest,* Helen E. Underwood, director of school lunch services, Caddo Parish, Shreveport, La.

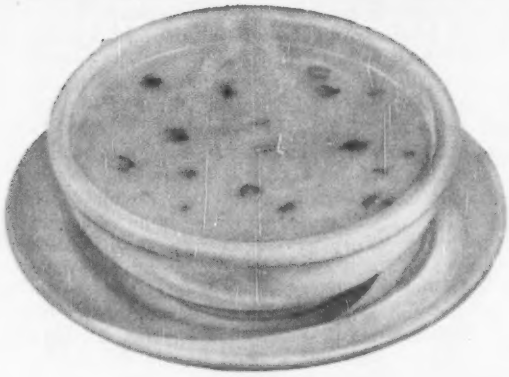
The two new sectional directors are: *city, county and district supervisors,* Nila B. Laidlaw, coordinator of school lunchrooms, Dearborn, Mich.; *college personnel,* Joan J. Coleman, professor and head of institution administration, Florida State University. Continuing sectional directors are: *state supervisors and directors,* W. S. Griffin, state school lunch supervisor, Mississippi; *single unit personnel,* Lois F. Ruff, cafeteria manager, Colin Kelly Junior High School, Eugene, Ore.

As retiring president, Evelyn L. Terrell also becomes a director.

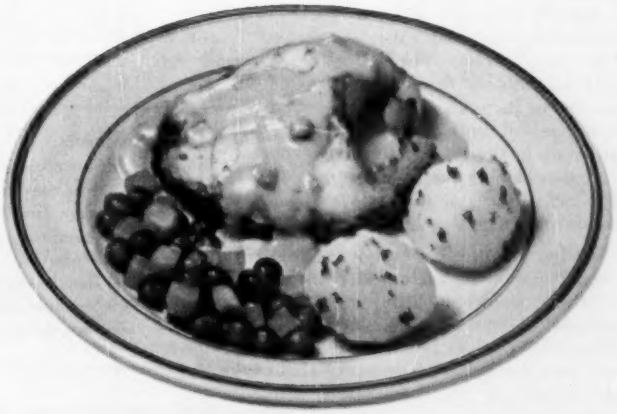
Chairman of the local convention committee was David Page, director of lunchrooms, St. Louis, with finances in charge of Earl M. Langkop, director of the lunchroom section, state department of education, Missouri. George Mueller, school controller of Kansas City, Mo., was the association's liaison with the 207 exhibitors. #

MUSHROOM MAGIC!

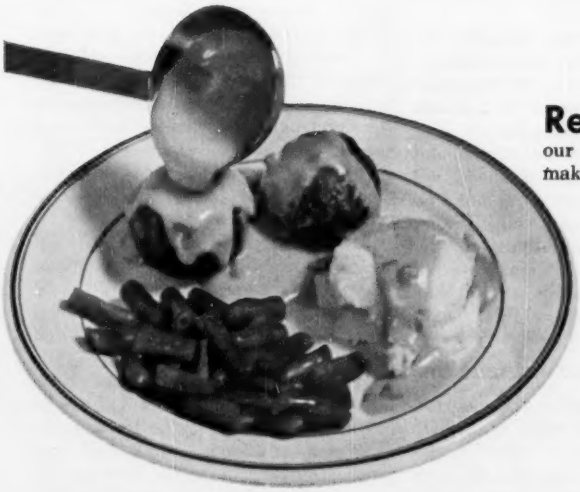
At your finger tips...for pennies a serving



Soup! M'm! M'm! Good! The best Cream of Mushroom Soup on the market today. The famous red and white Campbell label is your guarantee of top quality, finest flavor and continuing customer satisfaction! One can makes 16 (6-oz.) servings for 4.4¢ per serving.



Sauce! Rich . . . delicious . . . and so easy to make! Just the spark you need to increase the appetite and sales appeal of scores of dishes. Economical, too. One can makes 30 (2-oz.) servings at 2.7¢ per serving.



Recipe Ingredient! A wonderful way to add glamour to meat balls! It's delicious and thrifty, too! This recipe makes 25 servings for 12¢ per serving. (2 meat balls per serving.)

RECIPE: Ingredients: 1 can (50-ounce size) Campbell's Cream of Mushroom Soup, 4 pounds ground beef, 3 cups (12 ounces) fine dry bread crumbs, ½ cup (3 ounces) chopped onion, 4 eggs, 1½ teaspoons salt, 1 cup water, 2 tablespoons Worcestershire sauce. Mix 1½ cups soup (save remaining soup for sauce) with beef, bread crumbs, onion, eggs and salt. Form this mixture into 50 meat balls using #20 scoop. Brown meat balls in hot shortening; arrange in baking pan (12" x 18" x 2"). Blend remaining soup with water and Worcestershire sauce; pour over meat balls. Bake in a moderate oven (375°F.) about 30 minutes.

50-oz. SIZE

No one can make Cream of Mushroom Soup as good as *Campbell's*

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wire from Washington . . . . . By EDGAR FULLER

Education and missiles

► Washington is concentrating on missiles and education these days. The Administration has quickly shifted many policies on both. The Democratic Congress will soon compete with the Administration in "catching up on missiles" and in "strengthening science in our schools and colleges," because these are the demands of Americans generally.

Immediate need. Missiles that are equal or superior to those of the Soviets are the immediate need, if for no other reason than to bolster the morale of the free world. An American satellite will probably be in orbit in a month or two. Americans will be somewhat reassured. We will know that many serious mistakes made in national defense during recent years are being corrected. We assume that hysteria will not give way to complacency in the near future, however, and that Americans will continue to demand local, state and national action in scientific education.

Long-range need. The long-range need is for education superior to that of the Soviets for the purposes of national defense. Better education in other respects, which we already have, will not allay the public concern about the future. In this new public attitude toward education there is both promise and danger for the schools. We shall deal with both, but perspective demands first a brief review of why we have an immediate need for more destructive medium-range and long-range missiles.

Lag in defense. Schools and colleges are of course not responsible for the current lag in defense, whatever may be their responsibility for the future. Our scientists and engineers are at least equal in ability and are roughly comparable in numbers to their Soviet counterparts. The immediate defense lag stems from ineffective utilization of scientific manpower. This could be detailed at great length, and to us has been clearly established in meetings of the President's Committee for Scientists and Engineers, both from the formal sessions and from informal conversations with scientist and engineer members who know the facts.

To illustrate, the Germans who developed the V-2 missiles in World War II were divided between the free world and the Soviets at the end of the war. Either group was competent to lead in missile development. The Russians apparently utilized their German scientists efficiently, but our government did not. "Security" regulations blocked their work, which was compartmentalized to prevent them from knowing the whole scope of it. They were not allowed to speak to each other in German when they had not learned to do so in English.

Our military defense has also been impeded by interservice rivalries, sporadic halting of work to save money, and unbelievable red tape based on "security." Even more serious was the contempt for basic research, best dramatized by former Defense Secretary Wilson's remark: "Basic research is when they do not know what they are doing."

"Fuller's Almanac" for January shows storm warnings for education. As Congress convenes, squalls and hot winds are forecast, putting Education in serious danger of hasty Sputnik-inspired action. In fact, warning signals will be hoisted over all state capitols and over offices of local boards of education.

Inefficient utilization of scientific manpower has affected education, especially the stockpiling of well paid scientists and engineers in defense plants and government agencies. This practice has stripped the schools and colleges of thousands of their best teachers of mathematics, science and engineering, often stranding former teachers in jobs less essential to defense than teaching. The most flagrant abuses have been in the aircraft factories, particularly on the West Coast.

The promise for education

► The Sputniks may in the long run greatly benefit American education. Interest is probably more widespread in the schools and colleges than ever before, and many Americans realize that our national defense eventually must depend more on education than on any other factor. Nearly all members of Congress will respond in 1958 to the public demand to ensure the common defense by improving education. Scores of proposals have already been publicized, many of them educationally impracticable and some with obvious political motivations. The processes of selecting specific programs for enactment will be painful. Exactly what should be done is far from easy to determine.

Administration's program. Among those working diligently on specific programs with their staffs are H.E.W. Secretary Marion B. Folsom and U.S.O.E. Commissioner Lawrence G. Derthick. They believe the benefits of special federal laws affecting science and mathematics will eventually result in the upgrading of all education. They justify the categorical federal aids they are proposing on many grounds. Among others, they cite the law of supply and demand which has led to shortages of teachers in technical and scientific fields, the critical nature of the times, and the public insistence that *someone* should lead federal action in education on behalf of the national interest.

Conferences with numerous educators have helped Secretary Folsom and Commissioner Derthick arrive at patterns of administration intended to preserve maximum state and local responsibility in education. For instance, they recognize the pitfalls of special federal provisions for increased salaries for science and mathematics teachers but not for other teachers, and in proposals for federal funds for such special purposes as guidance, counseling, testing, college scholarships for the gifted and needy, teacher education at all levels, instruction in foreign languages, scientific equipment for schools and universities, and improved leadership services to local schools by all state departments of education.

The Democratic Congress will develop its own policies after it convenes. Completely bipartisan action is too much to hope for in such an election year. Any legislation enacted will have its Democratic as well as its Republican characteristics. Let us hope that President Eisenhower will not be as uncompromising as he has been in the past on minor details and that there will be cooperation between the parties in enacting a program both essential to national defense and consistent with American education.

Educators representing their colleagues in Washington, as well as many others from states and local school districts, will continue to advise each individual or political group interested on a bipartisan basis. They will seek to preserve sound principles

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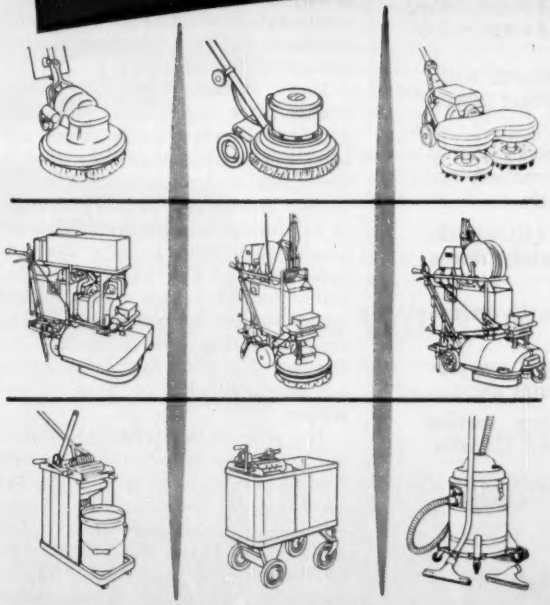

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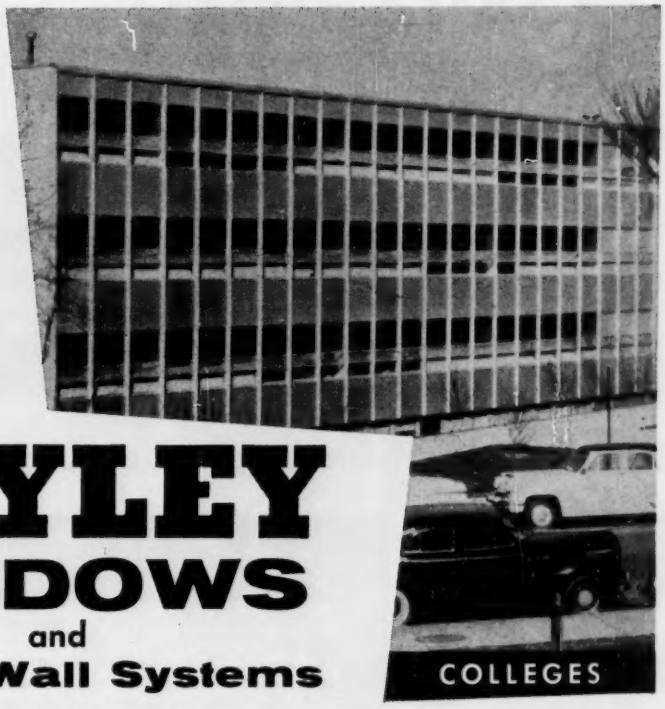
of educational government. For instance, schoolmen will oppose federal controls and strongly recommend maximum state and local autonomy in administration. Most of them are certain that this is entirely feasible in administering federal funds for education. They are convinced that the federal government will necessarily bear an increased share of the cost of education in the future and that this sharing of costs by the federal government can be done without any objectionable control of the curriculum of the schools. Control of education means control of curriculum and instruction. Fiscal reporting, as was specifically made clear by the White House Conference on Education, is not itself control of education.

Dangers for education

► Secretary Folsom, Commissioner Derthick, and educators generally recognize that there are serious dangers for education to be avoided in any Sputnik-inspired action in Congress. Indeed, these dangers are equally to be avoided at the state and local levels as well. Science, mathematics and foreign languages may be overemphasized without modernization of the content to be taught. Such overemphasis may crowd out other teaching that should be preserved and improved, such as history, government, economics, geography and the arts. It may unbalance the school offerings, create serious administrative personnel problems, and lower the general effectiveness of the schools.

Hasty legislation by local school boards, state legislatures, and Congress could leave the schools and colleges less freedom than they need to serve their students best. Special legislation is seldom wise when enacted in an atmosphere of urgency. For example, such state or local *time* requirements as four years of mathematics for every high school student ignore student aptitudes, sound principles of guidance and counseling, and the fact that small high schools cannot justifiably offer so much of any subject.

It is possible that political insistence on unwise emergency programs may lead to forced abuses of children and youths in the schools. Some adults, unfortunately, are more than willing to haze and harass the young to relieve their own frustrations. This is especially true of adults who know little about education and find the schools easy and safe to criticize for anything in modern life they may not like. Teachers and administrators are relatively defenseless against such misguided zeal among citizens who control the schools. (*Cont. on p.* 70)



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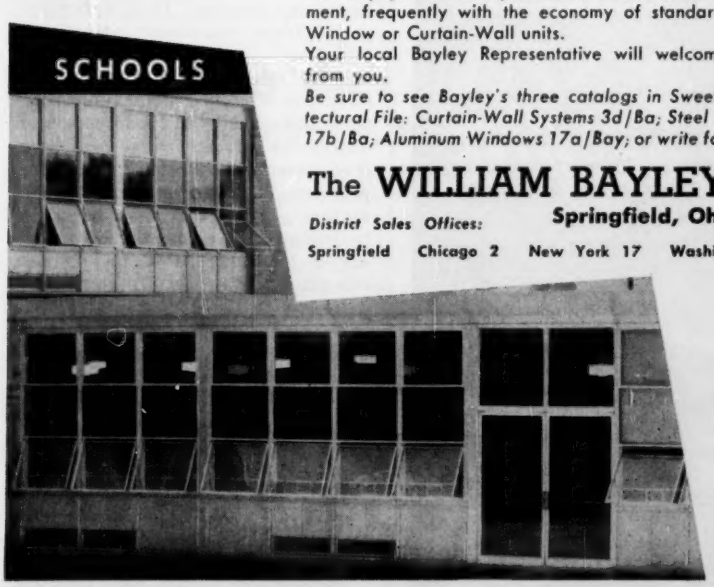

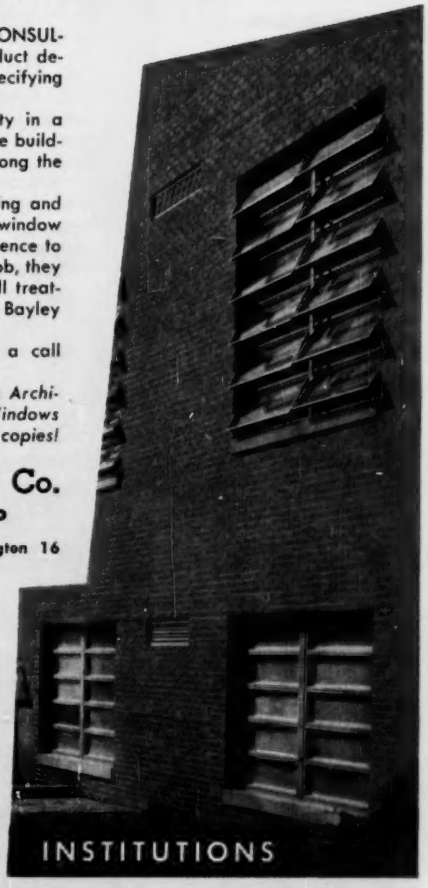

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One of the issues that will be discussed at length is whether federal emergency legislation shall be limited to the time necessary to eliminate a clearly defined emergency need. In 1958 it will be difficult to mark clearly the end of the contest for national supremacy in science. The current emergency will be a real one for a long time. Educational holdovers from other emergencies, such as the definitely "special" and "categorical" Smith-Hughes Vocational Education Law of 1917, nevertheless give us some background from which to discuss this issue.

Emergency legislation

► Some officials in Washington would like to substitute emergency legislation in 1958 for the Smith-Hughes Act of 1917 and subsequent legislation in vocational education. This is the program of the Federal-State Action Committee, and is based principally on the ground that vocational education was an emergency program of World War I. The contentions are that its usefulness has passed because the emergency of 1917 has long since been met, that the states and localities have assumed substantial responsibility for vocational education of less than college grade, and that stimulation in this field is no longer needed.

These assumptions should be examined in view of the hope expressed by Secretary Folsom and Commissioner Derthick that the 1958 legislation will eventually upgrade all education. Has the Smith-Hughes Act done this, or is it a 1917 model emergency program? Does it continue to stimulate and assist educational programs?

It seems to me that such vocational education subjects as home economics, agriculture, trades and industries, and distributive education now bear little if any resemblance to 1917 emergency programs. They are good modern education. Their major fault has been in their restrictive administration, separated too much from the rest of education.

It is noteworthy that more progress was made in 1957 than ever before in developing vocational education as an inherent part of the regular educational program. Congress is unlikely to eliminate these programs to substitute anything else for them or to throw the entire financial load for their support back on local school districts and the states. To us they appear to be upgrading American education just as Secretary Folsom and Commissioner Derthick hope the 1958 special legislation to be recommended by the Administration will do. #

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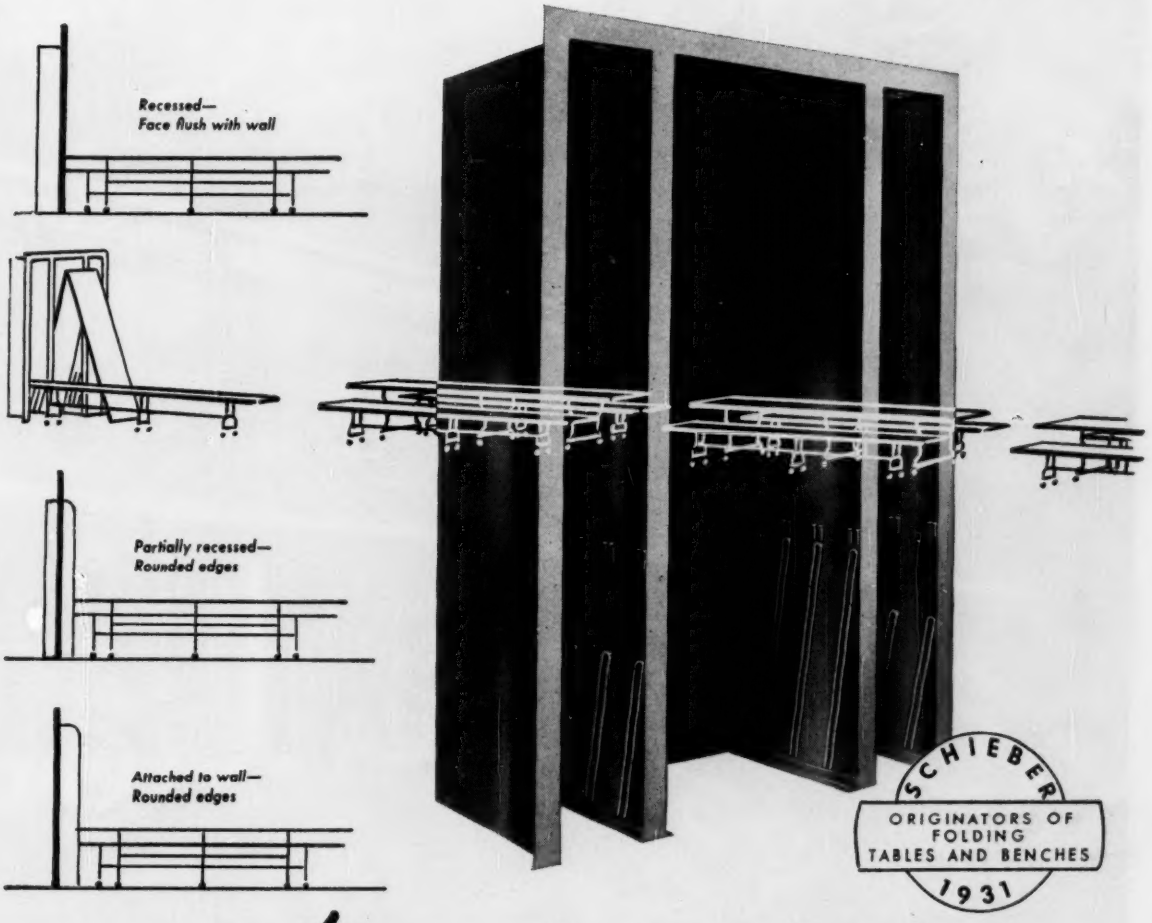

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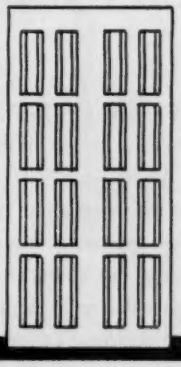

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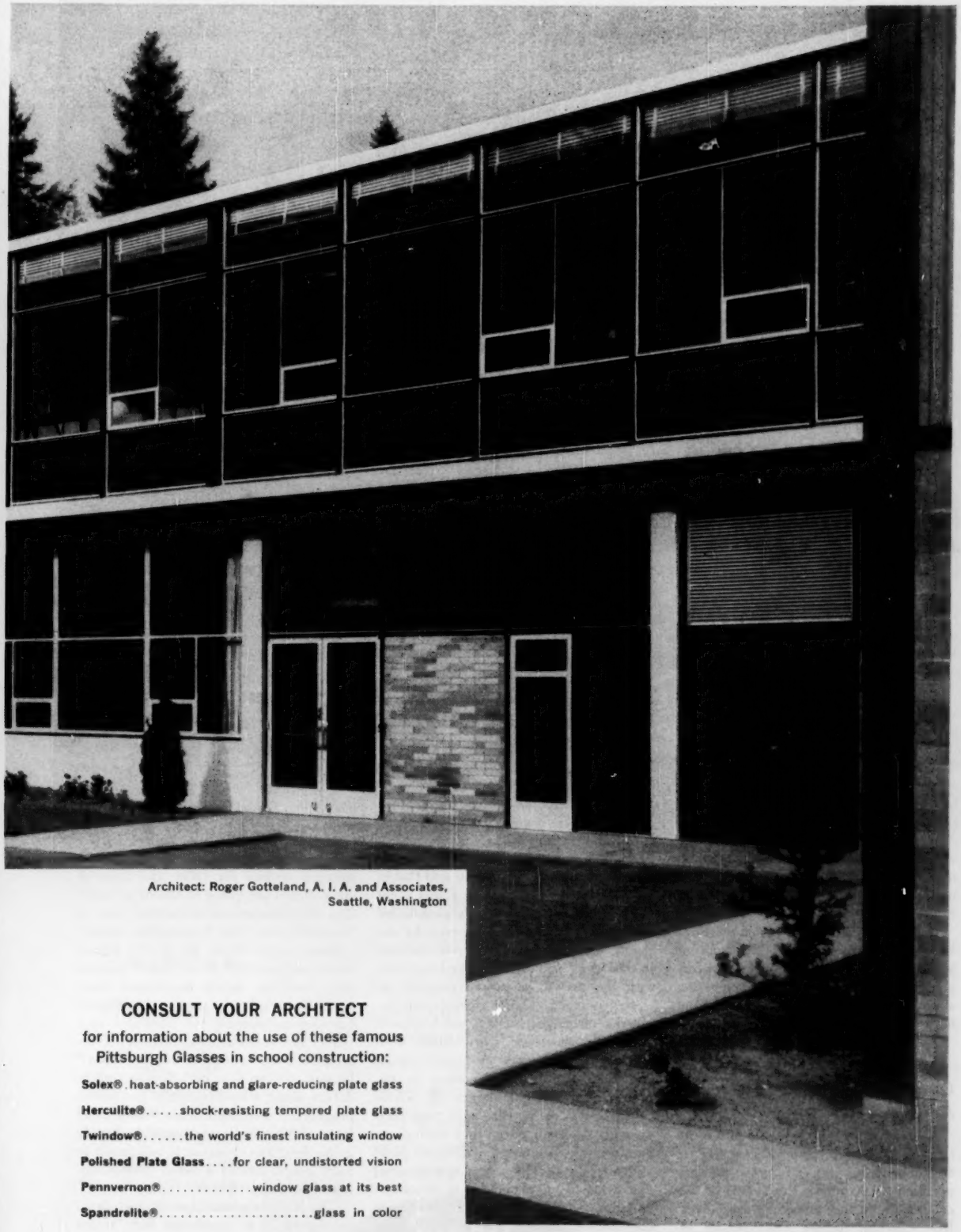

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NEWS IN REVIEW

Chief State School Officers Debate Changes in U.S. Schools in Age of Satellites

CHIEF STATE COUNCIL. *Back row:* Schweickhard, Minn.; Meadows, Ala.; Holden, Vt.; Watson, Wis.; Jackson, La.; Andrews, Wash.; Dafoe, Alaska; Wright, Iowa; Bartlett, Mich.; Elliott, S.D.; Sanders, Conn.; Carroll, N.C.; Decker, Neb.; Hodge, Okla. *Third row:* Walsh, R.I.; Holt, Ohio; Hill, Maine; Nickell, Ill.; Young, Ind.; Boehm, Pa.; Allen, N.Y.; Stetler, Nev. (front of Allen); Mrs. Linford, Wyo.; Pullen, Md. (front of Mrs. Linford); Kiernan, Mass.; Bateman, Utah. *Second row:* Cope, Tenn.; Throckmorton, Kan.; Fuller, exec. sec'y.; Peterson, N.D.; Tubb, Miss.; Anderson, S.C.; Miss Lusk, N.M.; Culpepper, Puerto Rico rep. *Front row:* Ford, Ark.; Misses Nalley and Crippen, staff; Raubinger, N.J.; Miller, Del.; Jones, Idaho; Bailey, Fla. *Not shown:* Vest, Colo.; Wheeler, Mo.; McCaffrey, N.H.; Paschall, Va.; Rohrbough, W.Va.

WILLIAMSBURG, VA.—Debate on whether the Russian satellites should lead this country to make drastic changes in its educational system highlighted the five-day meeting of the Council of Chief State School Officers here November 11 to 15. State commissioners or superintendents of education from 41 states and Alaska were present (plus proxies for two more states and Puerto Rico), in addition to some 35 staff members of state departments and officials of the U.S. Office of Education.

Henry T. Heald, president of the Ford Foundation, speaking on problems of higher education, told the Council to expect scores of proposals to "do something about the American lag in science and technology," but he added that the fed-

(*Continued on Page* 76)

Carruth, Essex and Parker Are A.A.S.A. Nominees

WASHINGTON, D. C.—The 11,000 members of the American Association of School Administrators are selecting their president-elect during the month of December from the following candidates: Irby Carruth, Austin, Tex.; Martin W. Essex, Akron, Ohio, and Clyde Parker, Cedar Rapids, Iowa.

The three superintendents were nominated by the usual primary preferential ballot, also conducted by mail.

School Construction Expected to Increase From 4 to 5 per Cent in 1958, Estimate Shows

WASHINGTON, D.C.—New school construction in 1958 should exceed the 1957 total by 4 or 5 per cent, according to estimates by R. M. Cunningham Jr., editorial director of The NATION'S SCHOOLS.

The prediction is based on current trends and reports from school construction centers. Mr. Cunningham said that in 1957 an estimated $2.8 billion was spent in the construction of public elementary and secondary schools. Moreover, he declared, school construction must continue at this level, at very least, to keep pace with the growth of school populations.

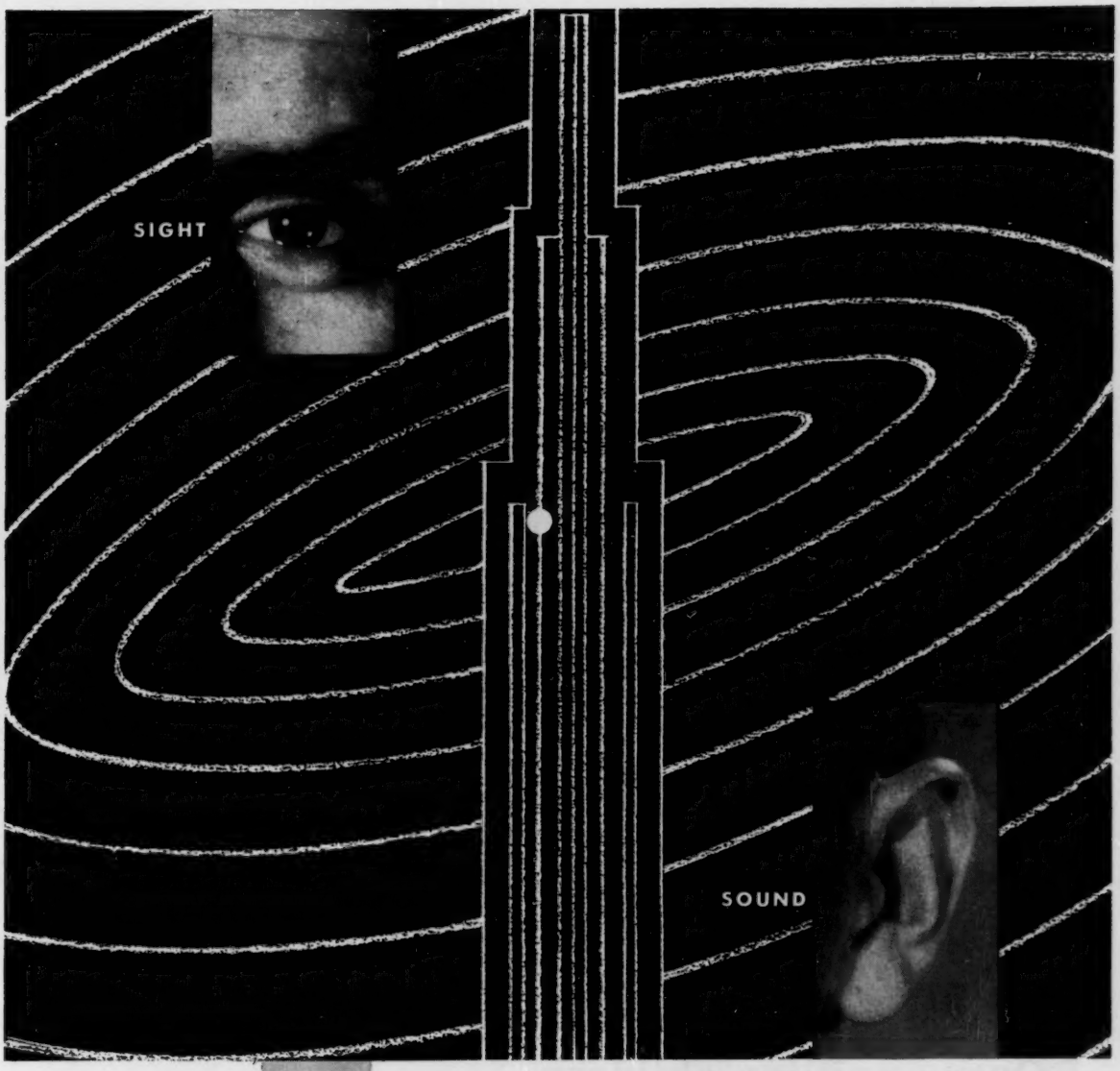
This year 25,300,000 children are enrolled in elementary schools and 6,900,000 in high schools. Next year, 750,000 children will be added to the grade school population, and half a million to the secondary school population. If school construction does nothing more than keep up with the birth rate, Mr. Cunningham declared, the U. S. public school plant must expand by 25 per cent to accommodate a school age population of 40 million children in 1965. At today's rate of new construction, schools are falling behind our population increase, he asserted.

Mr. Cunningham quoted the chief school planning officer of one southern state in answer to a recent NATION'S SCHOOLS inquiry: "We are planning to add 1.5 million square feet of new school construction in 1958. If we had the money to replace antiquated school buildings our need would be close to 2.5 million square feet for 1958."

Many other states made similar reports in reply to an inquiry on the school construction outlook for 1958. One-third of our children are going to school in buildings that educational authorities rate as "unsatisfactory," Mr. Cunningham said.

Some people think the public debate about our so-called lavish school palaces may result in defeat for school bond issues that need to be approved to finance construction planned for 1959 and later years, Mr. Cunningham related. "This seems unlikely to happen in many cases," he said. "Even if it does happen public debate about school buildings and school programs is essentially a wholesome thing from which schools are bound to benefit in the long run, because it will result in more people having a better understanding of school problems."

The NATION'S SCHOOLS editorial director regards it as significant that "recent inquiries to states affected by the Supreme Court's segregation decision have not produced any replies indicating that construction is being held up pending resolution of segregation problems."



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Chief State Officers

(*Continued From Page 74*)

eral government "cannot decree the study of science as do the Russians—and perhaps it should not bribe people to do so."

Dr. Heald, former president of New York University, warned against separating higher education from elementary and secondary education and urged state education agencies to concern themselves with "a basic strengthening of the entire educational system.

"Only a limited number of people in this country are equipped to be creative scientists," he said. "We need to identify them and give them an opportunity to develop."

U.S. Commissioner Lawrence G. Derthick cited recent strides made in the Soviet educational system, as reported in "Education in the U.S.S.R.," published by the Department of Health, Education and Welfare. He said Russia is spending three or four times as much on public education as the United States. He acknowledged that suggestions had been coming in from many quarters for special federal assistance in fields basic to scientific and technological development and gave the school officials a preview of proposals likely to be considered in the next session of Congress.

Finis E. Engleman, executive secretary of A.A.S.A. and former president of the chief state school officers, called education "Russia's key weapon in the cold war and Sputnik a symbol of it." But educators should not toss all their eggs into the science and mathematics basket, while ignoring the liberal arts, he said. He suggested more language courses in our schools, particularly Russian, Chinese and the languages of India and the Arab nations.

"The Russians are teaching English in their high schools. They will win the cold war if their education enables them to communicate better than the United States with other parts of the globe," he concluded.

It was about midway through the conference that President Eisenhower, speaking from Oklahoma, outlined his five-point plan for catching up with the Russians in education:

1. A system of nationwide testing of high school students.
2. A system of incentives for high aptitude students to pursue scientific or professional studies.
3. A program to stimulate good quality teaching of mathematics and science.
4. More laboratory facilities.
5. Fellowships to increase the output of qualified teachers.

State education officials took sharp issue with some of these points. Commissioner Frederick M. Raubinger of New Jersey called the proposed nationwide tests to determine scientific aptitudes "the most dangerous suggestion ever to come out of Washington," because they might lead to teaching "what the test makers want us to teach." (Back in Washington, Commissioner Derthick hastened to explain, via the Associated Press, that testing of high school students would be designed to strengthen the traditional concept of state and local control of education, that "it would be unthinkable that the administration would favor any plan which would lead to federal dictation or direction of what the states and communities would teach in the public schools.")

The Council's long-term policy has been against "categorical aids" to education, because they tend to throw the general education program off balance.

In a resolution passed unanimously on the last day of the conference, the Council reaffirmed its belief that the public schools of our democracy should not adopt the procedures of a nation "whose political philosophy is antithetical to ours, for in adopting the means of communism they run the risk of adopting its ends." Recognizing, however, the existence of a national emergency and the strategic position of the schools to assist, the Council extended its good offices to those in authority and asked the administration to "define clearly the nature of the emergency, to advise as to the kind of emergency program of education that is necessary in the interest

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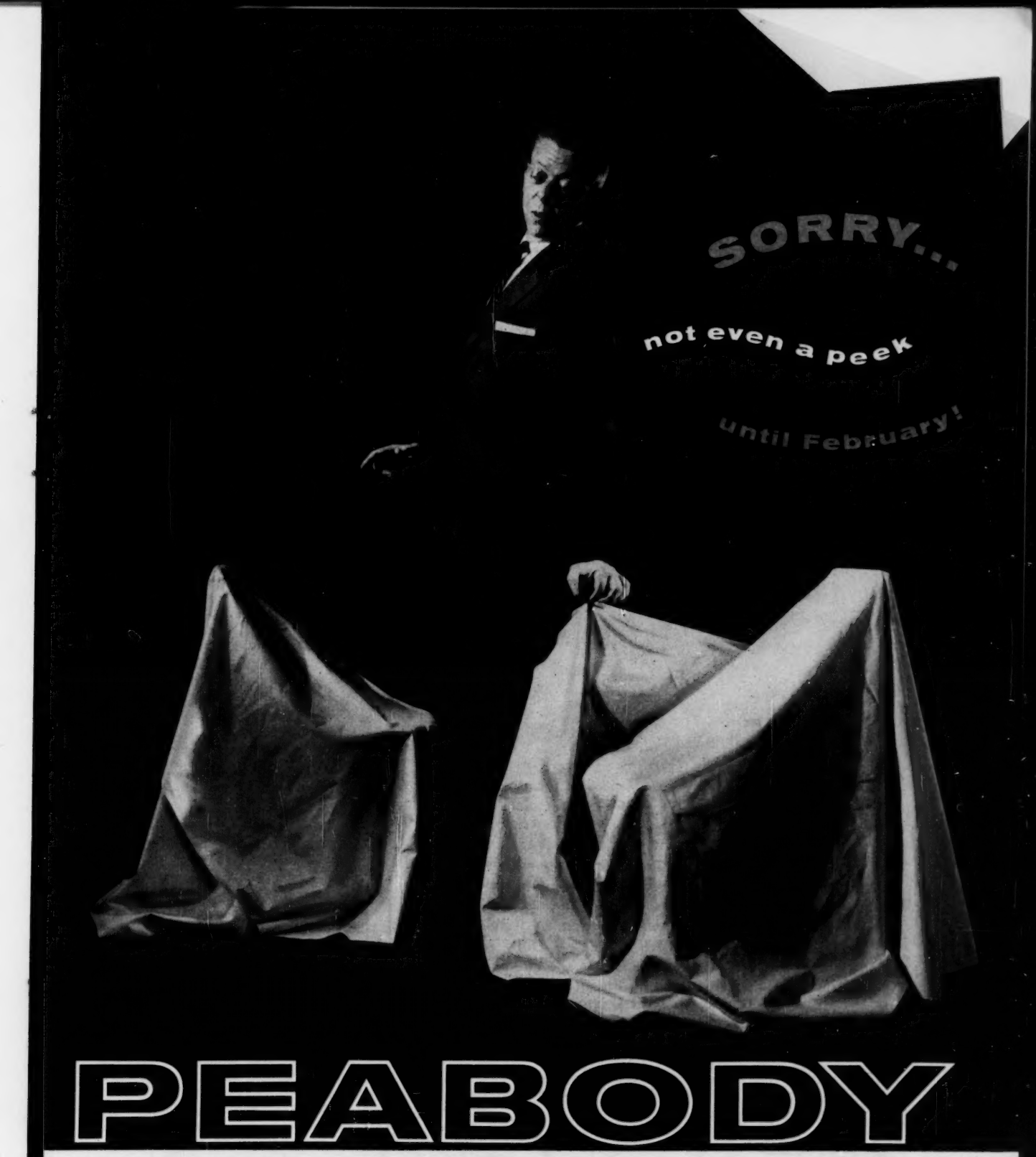

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of the nation, and to confine these educational activities to the demands of the emergency."

In a separate action, the Council's president was directed to appoint a special committee to study the problems in education created by recent advances in technology and to report on principles to be followed in developing educational programs to meet the emergency.

Vocational education. High priority was given by the Williamsburg conference to consideration of federal-state relationships in vocational education. Commissioner Derthick, James H. Pearson, assistant commissioner for vocational education, and Assistant Director Ward Beard, together with four chief state school officers and four state vocational directors, presented a report of recent revisions in Vocational Education Policy Bulletin No. 1. These revisions will greatly simplify the federal regulations and will encourage greater administrative responsibility for the program by the state agencies.

Additional legislative proposals. With two dissenting votes, the Council reaffirmed its present program of federal support for public school building construction; supported legislation making the cost of professional and educational improvement of teachers deductible for income tax purposes; recommended federal assistance to the states "on an equitable basis" to increase opportunities for education beyond the high school, and offered its services to the committee of the Council engaged in a study of the laws and regulations pertaining to vocational education.

U.S. Office of Education. The Council disapproved, with one dissenting vote, the proposal of Commissioner Derthick that regional representatives of the U.S. Office of Education operate from regional offices of the Department of Health, Education and Welfare, concluding that "they are inconsistent with the established state and local pattern of administration of education."

School lunch program. The state officials commended the U.S. Department of Agriculture for calling the National School Lunch Conference in August 1957 and presenting an opportunity to state school lunch directors and chief state school officers to work cooperatively with federal representatives in developing more effective school lunch programs in the various states. Similar conferences were recommended every three years.

Correspondence schools. Concern was expressed about the relatively few correspondence schools that do not observe high standards of instruction. The Council called upon the organized associations in this field to increase their efforts to protect the public from such schools. Increased activity by the states and by the Federal Trade Commission was recommended.

Reports to be published. Two major reports prepared by the Council's study commission were approved by the conference: "The Responsibilities of the State Departments of Education for School Plant Services" and "The Responsibilities of the State Departments of Education for Pupil Transportation Services." Both reports are scheduled for publication early next year.

New officers. Commissioner A. John Holden Jr. of Vermont was named president of the Council for 1958. The retiring president, Dean M. Schweickhard of Minnesota, becomes the Council's first vice president; he was presented an award "in recognition of his distinguished service to the children and the schools of America." Supt. George E. Watson of Wisconsin is second vice president and will succeed to the presidency next November.

Elected to three-year terms on the Council's board of directors are Commissioner Michael F. Walsh of Rhode Island and Supt. Jesse T. Anderson of South Carolina. Directors continuing in office are Supts. Charles F. Carroll of North Carolina, Alton B. Jones of Idaho, Oliver Hodge of Oklahoma, and M. F. Peterson of North Dakota.—*Reported by* BLANCHE E. CRIPPEN, *professional assistant, Council of Chief State School Officers, Washington, D.C.*

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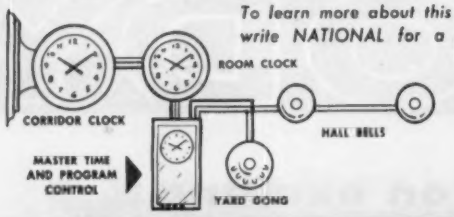

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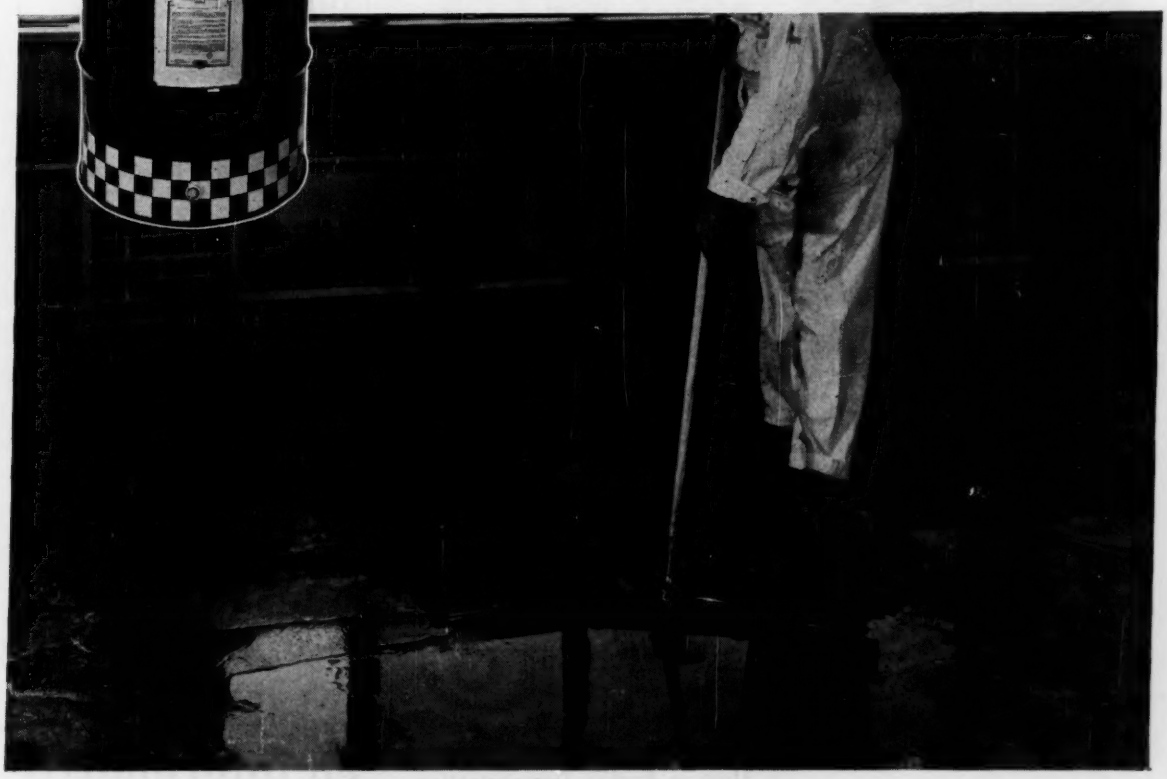

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of the nation, and to confine these educational activities to the demands of the emergency."

In a separate action, the Council's president was directed to appoint a special committee to study the problems in education created by recent advances in technology and to report on principles to be followed in developing educational programs to meet the emergency.

Vocational education. High priority was given by the Williamsburg conference to consideration of federal-state relationships in vocational education. Commissioner Derthick, James H. Pearson, assistant commissioner for vocational education, and Assistant Director Ward Beard, together with four chief state school officers and four state vocational directors, presented a report of recent revisions in Vocational Education Policy Bulletin No. 1. These revisions will greatly simplify the federal regulations and will encourage greater administrative responsibility for the program by the state agencies.

Additional legislative proposals. With two dissenting votes, the Council reaffirmed its present program of federal support for public school building construction; supported legislation making the cost of professional and educational improvement of teachers deductible for income tax purposes; recommended federal assistance to the states "on an equitable basis" to increase opportunities for education beyond the high school, and offered its services to the committee of the Council engaged in a study of the laws and regulations pertaining to vocational education.

U.S. Office of Education. The Council disapproved, with one dissenting vote, the proposal of Commissioner Derthick that regional representatives of the U.S. Office of Education operate from regional offices of the Department of Health, Education and Welfare, concluding that "they are inconsistent with the established state and local pattern of administration of education."

School lunch program. The state officials commended the U.S. Department of Agriculture for calling the National School Lunch Conference in August 1957 and presenting an opportunity to state school lunch directors and chief state school officers to work cooperatively with federal representatives in developing more effective school lunch programs in the various states. Similar conferences were recommended every three years.

Correspondence schools. Concern was expressed about the relatively few correspondence schools that do not observe high standards of instruction. The Council called upon the organized associations in this field to increase their efforts to protect the public from such schools. Increased activity by the states and by the Federal Trade Commission was recommended.

Reports to be published. Two major reports prepared by the Council's study commission were approved by the conference: "The Responsibilities of the State Departments of Education for School Plant Services" and "The Responsibilities of the State Departments of Education for Pupil Transportation Services." Both reports are scheduled for publication early next year.

New officers. Commissioner A. John Holden Jr. of Vermont was named president of the Council for 1958. The retiring president, Dean M. Schweickhard of Minnesota, becomes the Council's first vice president; he was presented an award "in recognition of his distinguished service to the children and the schools of America." Supt. George E. Watson of Wisconsin is second vice president and will succeed to the presidency next November.

Elected to three-year terms on the Council's board of directors are Commissioner Michael F. Walsh of Rhode Island and Supt. Jesse T. Anderson of South Carolina. Directors continuing in office are Supts. Charles F. Carroll of North Carolina, Alton B. Jones of Idaho, Oliver Hodge of Oklahoma, and M. F. Peterson of North Dakota.—*Reported by* BLANCHE E. CRIPPEN, *professional assistant, Council of Chief State School Officers, Washington, D.C.*

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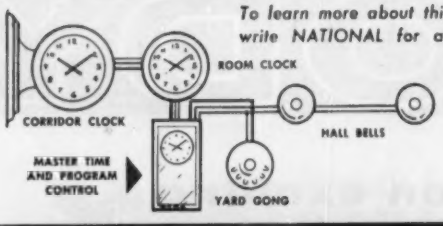

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U.N. Teaching in Los Angeles On Again, Off Again

LOS ANGELES.—Board Member Georgiana Hardy's efforts to "restore the good name" of the United Nations in city classrooms have bogged down in a school board squabble over wording of a policy revision.

In September Mrs. Hardy moved to revise the controversial board policy adopted in 1953 that prescribed controversial subjects should be taught factually, but listing only one controversial subject—the U.N.

The board recently agreed, 4 to 3, to take the U.N. off the "list," and an administrative school committee promptly approved student participation in a United Nations essay contest, banned for four years.

Supt. Ellis A. Jarvis was instructed to rework the bulletin on controversial subject matter teaching, and handed the job to the proper staff members. Mr. Jarvis then brought the bulletin, considered the official interpretation of the board's wishes, back for board approval.

Board members quibbled and squabbled over its wording and meaning, and finally refused to approve it.

Mrs. Hardy admitted this action did away with her former motion and left the 1953 policy, which many critics insisted placed the U.N. in a bracket with communism, unchanged.

Mrs. Hardy, hoping the board hasn't changed its mind about taking the U.N. off the controversial list, plans to reintroduce her motion.

Physics Teacher Killed; Students Hurt in Rocket Demonstration

FLOYDADA, TEX.—The teacher of a high school physics class here was killed instantly on December 4 and 13 of his students were injured, two of them critically, as a homemade rocket the class was observing exploded.

The teacher, Garland Foster, 47, was lighting a short-fused rocket to demonstrate the pressure exerted when a rocket makes its thrust. The experiment took place on the sidewalk outside the building. All the windows in the high school were shattered as was the sidewalk under the rocket.

To Stress Science Would Mean Another 25,000 Teachers

WASHINGTON, D.C.—At least an additional 25,000 teachers would be needed if science and mathematics courses were made compulsory subjects for all students for all four years of high school, according to Sam M. Lambert, N.E.A. research director.

The number of additional teachers might reach 50,000, in addition to the estimated 227,500 that were needed to fill the gaps in this year's public school program.

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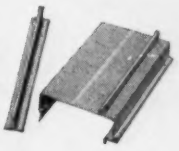

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"Don't Copy Russia's Philosophy," Illinois School Administrators and Official Cautions Board Members

CHICAGO. — Man-made moons and new school legislation shared the program spotlight at the 25th joint annual meeting of the Illinois Association of School Administrators and the Illinois Association of School Boards, held at the Sherman Hotel here November 24 to 26.

"Russia's young people are trained for the welfare of the state. In the United States youth is educated for the benefit of society. If we do that well, we have done a good job." That was the rebuttal of Vernon L. Nickell, state superintendent of public instruction, to eddies of criticism of the public school system set in motion by the Kremlin's Sputniks.

"I never want to see the time," said Mr. Nickell, "when the federal government will tell students which courses they have to take. When we adopt the philosophy, we adopt the system. Education in this country is a state, not a federal, function. If we ever reach the point where the federal government says 'You specialize in this subject whether you like it or not,' we have adopted the philosophy of the system with which we compete. My prayer is: 'God forbid.'"

Theme of the meetings was "Working together on new approaches to the problems of public education." Registration totaled 2414, up 408 from last year. In session concurrently was the 43d annual conference of the I.A.S.B.

David Dodds Henry, president of the University of Illinois, told the banquet audience that the different sectors of the American educational system represent "a mutually dependent partnership." Each merely has "a different assignment in the common and total educational mission," Dr. Henry pointed out. "In the face of the explosion of knowledge and population, the whole educational structure must be supported and strengthened. What is best for the entire system is not inimical to the welfare of our own segment," he declared.

At present we are ill equipped to take the measure of education at the national level, President Henry observed. Research must receive the same attention as the instructional and undergraduate program, if we are to attack intelligently "the perplexing and complex problems with which we must deal." With an assist from the Sputniks, the educator stated, the American people have started thinking. Our citizens will be willing to pay for education when they understand how necessary education is to survival.

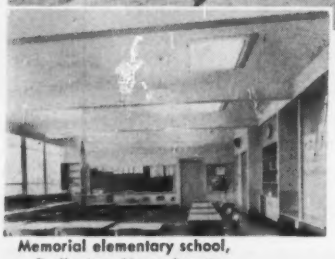
As chairman of a panel on the overall design for curriculum, Supt. George N. Wells, Bloomington, Ill., cautioned: "We as administrators must never lose our concern for what goes on in the classroom. If we do, we are losing sight of the most important single job we as educators have to do."

Dealt with by a symposium at the third general session was the question: "What do we expect of education?" Points of view of a superintendent, board of education president, experienced teacher, and freshman teacher were presented. Guy E. Cornwell, superintendent of Taylorville schools and president of the Illinois Association of School Administrators, presided and summarized.

Supt. W. E. Sugden, River Forest schools, pointed out the difficulty of preparing for a future regarding which we know virtually nothing. Our major goal, he said, should be the preparation of pupils to think for themselves and to make wise decisions, to "develop the power of independent thinking that will lead to proper action."

Harold S. Dawson, board chairman at Champaign and president of the I.A.S.B., said that citizens today are expecting more of education, and that most of them are willing to pay for it.

With all the fire of the young teacher who has "seen the vision," Alice Beling of District No. 65, Evanston, challenged superintendents and board members. Said she: "There is a lot of talk about attracting young and enthusiastic teachers to the school systems. At the same time



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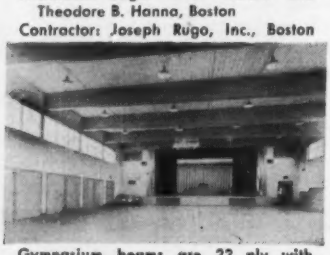

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there is an unwillingness to listen to the new ideas these teachers would like to see tried out. If you really want us, you must pay the price. The price is high."

Miss Beling was particularly critical of systems that "chain their teachers to textbooks." The curriculum should outline the basic objectives, but the methods of accomplishing these objectives should be left to the teachers, she believes. A 20 minute game in arithmetic may be noisy but it may accomplish two weeks' work by the textbook method, in her opinion.

Highlights of other presentations included a charge by James Lewis, assistant state superintendent, that despite the declining physical fitness of youth parents are showing a seriously overprotective attitude toward their children. We should revert to more hard work, Mr. Lewis counseled.

Education Week School Visitors Are Largest Number Ever

WASHINGTON, D.C.—Approximately 26 million parents and citizens visited schools and classes during American Education Week, November 10 to 16.

William G. Carr, N.E.A. executive secretary, credited the "priceless public service" done by network and local radio and television stations throughout the nation for the large turnout.

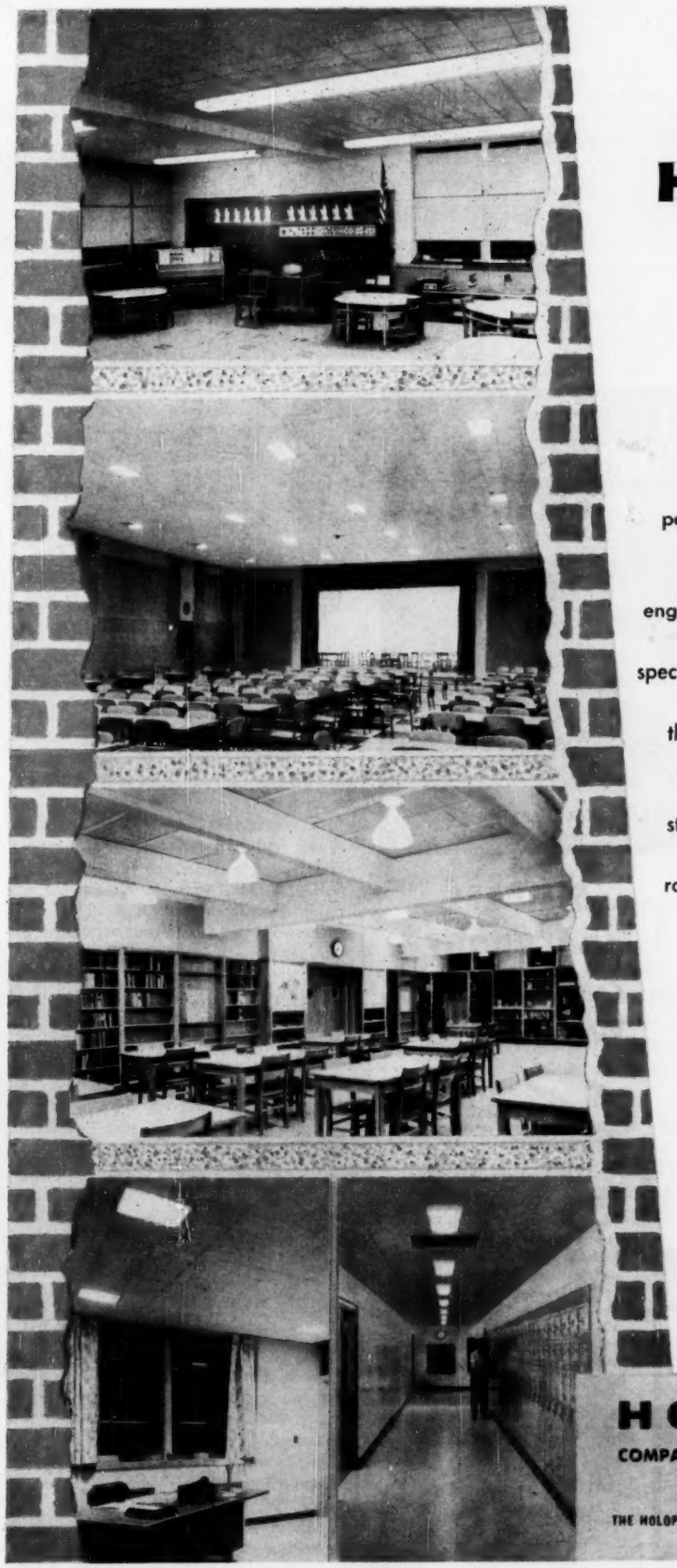
He added that joint efforts of the N.E.A., the National Congress of Parents and Teachers, the American Legion, and the U.S. Office of Education had made it possible to reach more people than ever before.

Campbell Is New Head of School Service Institute

CHICAGO.—The men and women to whom the nation's schools look for supplies and equipment are taking their responsibilities seriously. They feel deeply about their job of keeping up with the expanding school market, not only quantitatively but also in developing new and better aids to learning.

That much was clear from the program of the 41st annual convention of the National School Service Institute, in session here December 1 to 4. The Institute is the only national trade association of manufacturers and distributors in the school field and speaks for virtually all major operators. Some 916 persons, a gain of almost 6 per cent over last year, were registered.

An innovation of the convention was a series of "talk it over" meetings held concurrently, with 15 people around each table comparing problems and solutions. Another was a combination luncheon-business session. New officers were elected, headed by President James W. Campbell, Mississippi School Supply Co., Jackson, Miss., former vice president. Mr. Campbell pleaded for the coopera-



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tion of all members on the important work of the association.

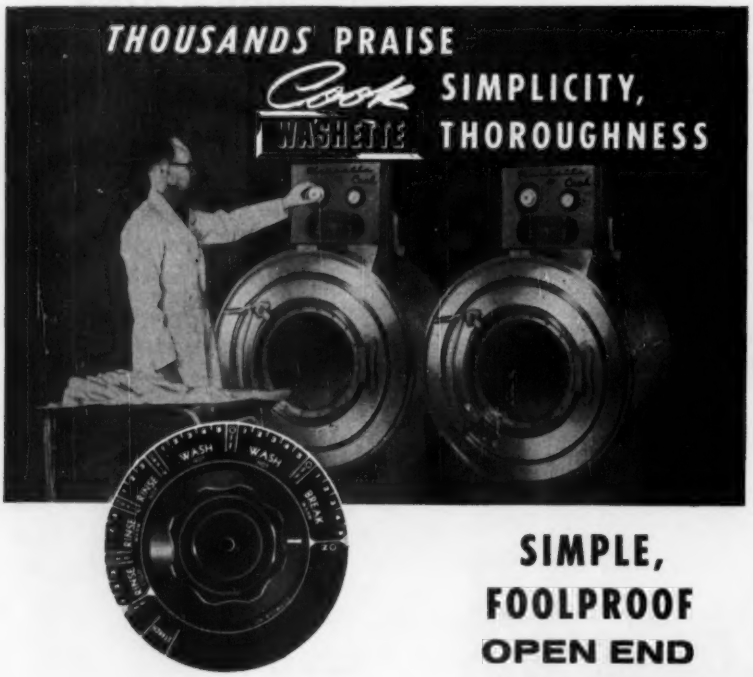
The outgoing president, John B. Brain, cautioned the membership against apathy and a growing softness, a tendency which, he said, is characteristic of our times.

D. P. O'Brien, vice president of Century Press, St. Louis, told a luncheon audience that further changes in the economy will take place as the result of events that have already happened. He warned against the danger of group action asking for special privileges, urged instead initiative and enterprise. The executive secretary, Dave McCurrach, reported on the association's cost-of-doing-business survey and the summer management meeting.

Following the session, Mr. McCurrach told this magazine that members of the N.S.S.I. are aware of the importance of efficiency in their individual operations in order that they may continue to provide optimum service in the education of children. Toward that end the Institute has been concentrating on management education.

Referring to published comments that school construction and equipping costs are too high, Mr. McCurrach said it is the general feeling of Institute members that in the long run quality merchandise is the most economical investment. Members try, he said, to offer the best products at the most economical prices.

Other officers elected are: F. K. Steiner, PBSW Supply & Equipment Co., Phoenix, Ariz., first vice president; Warren C. Ashby, Hicks-Ashby Supply Co., Kansas City, Mo., second vice president; Henry McCord, Central School Supply Co., Louisville, Ky., secretary. Retiring President Brain continues as a member of the executive committee, and Loren B. Douthit, Indianapolis, as treasurer.



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Administrators, Board Members Form "Partnership for Progress"

COLUMBUS, OHIO.—"It profits the nation little to spend freely of its resources for the education of its young if what is learned is not leavened with a sense of obligation and responsibility in its use," Claude V. Courter told the second annual convention of the Ohio School Boards Association, held here November 12 and 13.

Dr. Courter, superintendent of Cincinnati schools, said that children must learn that "the strength of a nation is determined by how well each individual performs his duties in the discharge of his responsibility as a citizen."

Participating in the convention program were members of the Ohio Association of School Administrators and the Ohio Association of School Business Officials. Features of the two-day meeting included an evening program at which a model board meeting was enacted, a "question carnival," four "round discussions," and the annual business meeting and banquet.

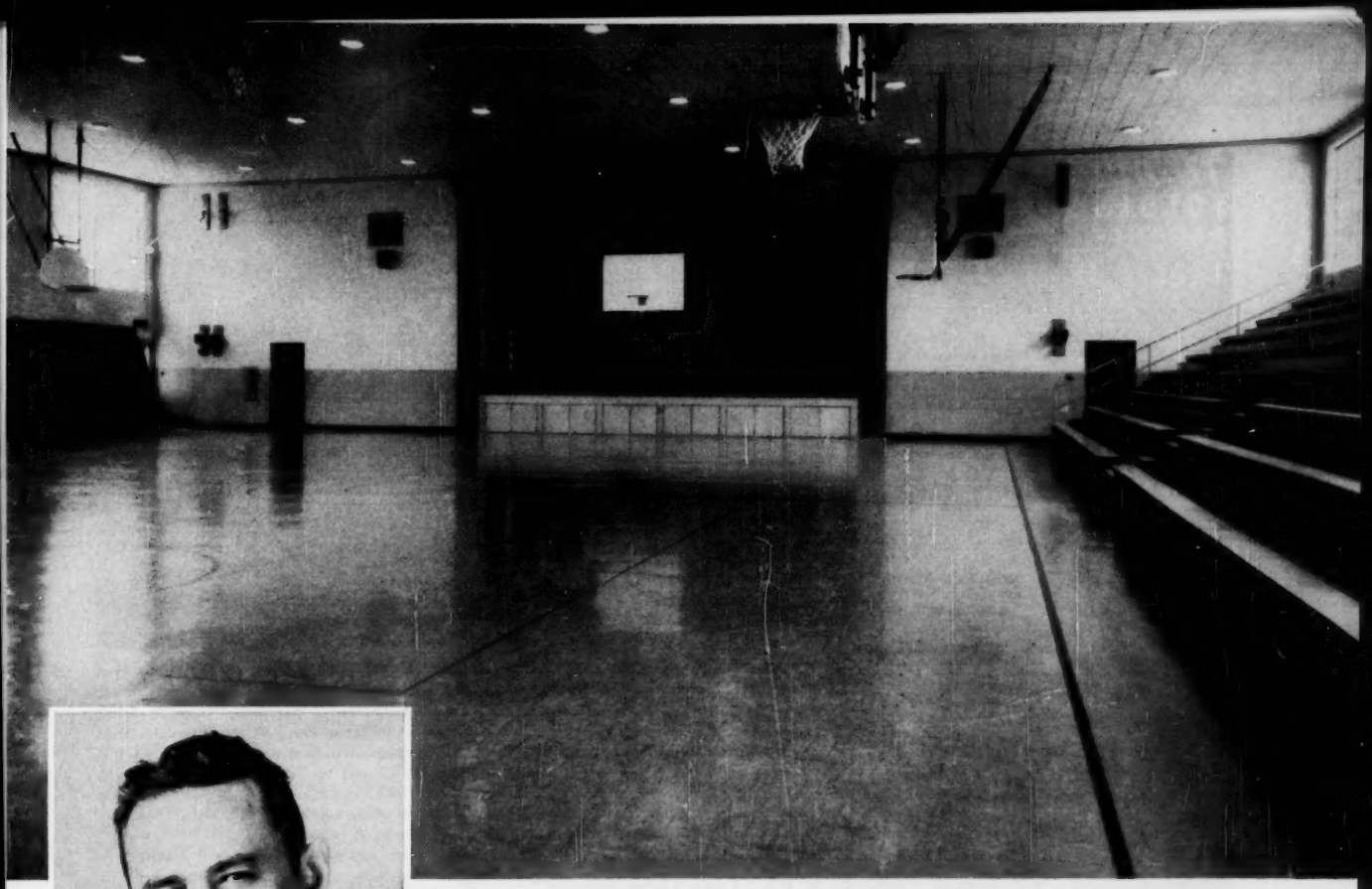
E. E. Holt, state superintendent of public instruction for Ohio, urged "togetherness" of administrators, board of education members, and the community so that the strength of each individual in each segment of society may be capitalized. Our today's heritage, said Dr. Holt, "includes a clearly defined and continuous belief in public education as an essential part of the ongoing adventure of self-government," in which both professional and lay educators have been assigned key rôles.

Board clerks and business managers of the state met in separate session.

Reports Increased Tolerance on Controversial Issues

PITTSBURGH.—Controversial subjects are no longer taboo in most classrooms, it was asserted at the annual meeting of the National Council for Social Studies here late in November. The only exception to the general tolerance, said Isidore Starr, chairman of the Committee on Academic Freedom, is to be found in some southern states, where teaching about integration is heavily frowned upon.

About 1500 social studies teachers in schools and colleges attended the meeting.



Jess L. Taylor, Superintendent,
Grandview Consolidated School District No. 4,
Grandview, Missouri

Asphalt tile gym floor, Grandview Consolidated School District No. 4, Grandview, Missouri

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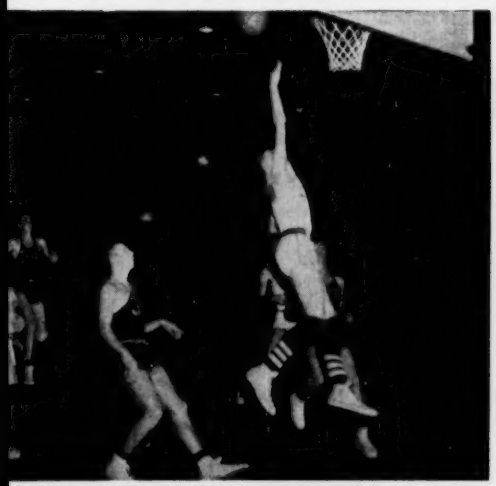

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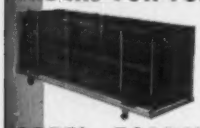

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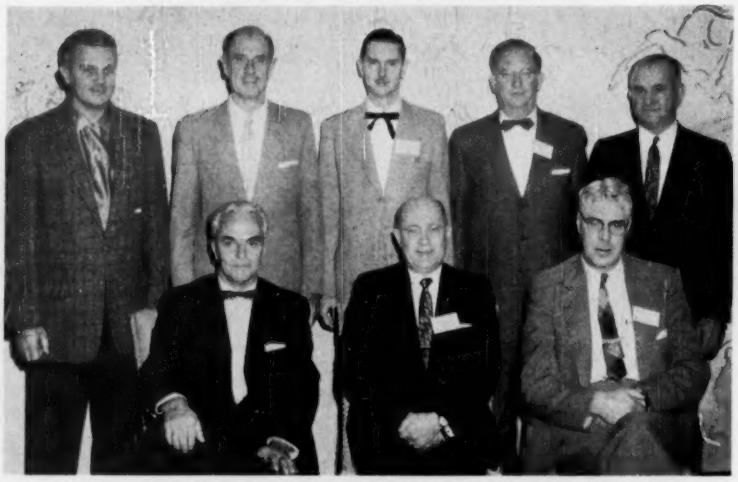

RESHUFFLE. Most of the faces are familiar, some of the titles new, as 1958 officials of the Association of School Business Officials took over on January 1. Shown here, left to right, seated, are: J. Harold Husband, Grosse Pointe, Mich., president; Andrew C. Hutson Jr., Knoxville, Tenn., immediate past president and member of the executive committee; Percy M. Muir, Toronto, Ont., president-elect. Standing: Joseph P. McElligott, San Francisco, reelected director; G. Alvin Wilson, Oak Park, Ill., vice president and former director; Charles W. Foster, Evanston, Ill., executive secretary and treasurer; Everett Zabriskie, Nutley, N.J., and Herschel S. Brannen, Houston, Tex., holdover directors. Missing from the picture is the newly elected board member, Frederick W. Hill, assistant superintendent in charge of business affairs, Minneapolis.

N.E.A. Lays Cornerstone; Secretary Folsom Speaks

WASHINGTON, D.C.—At the cornerstone laying ceremony of the new National Education Association headquarters in mid-November, Secretary Marion B. Folsom of the Department of Health, Education and Welfare counseled against a crash program in science and technology.

Lyman V. Ginger, president of the N.E.A., outlined a six-point program for education in America. Points to be considered are: interpretation of "adequate education"; better service to teachers at all levels; welfare, status and prestige benefits to recruit the best minds into teaching; research on curriculum changes; improved international relations, and "quality" teaching.

Troop-School Closure Bill Passed by Texas Legislators

AUSTIN, TEX.—The Texas legislature late in November passed measures permitting the governor to close schools where it appears that troops will be used to enforce racial integration orders and offering state legal aid to any school involved in an integration suit.

State Representative Bob Wheeler said the troop-school bill will be used for Communist propaganda the world over and asked if it is not designed to maintain segregation.

Jerry Sadler, a leader of the House segregation bloc, replied that the purpose of the bill is "to keep our kids from in front of fixed bayonets."

Gov. Price Daniel stated that he hopes the troop-school closing measure will never have to be used, but that he believes temporary closure is preferable to educating children in an atmosphere of rifles and bayonets.

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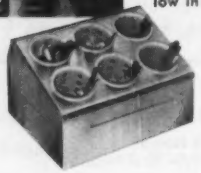

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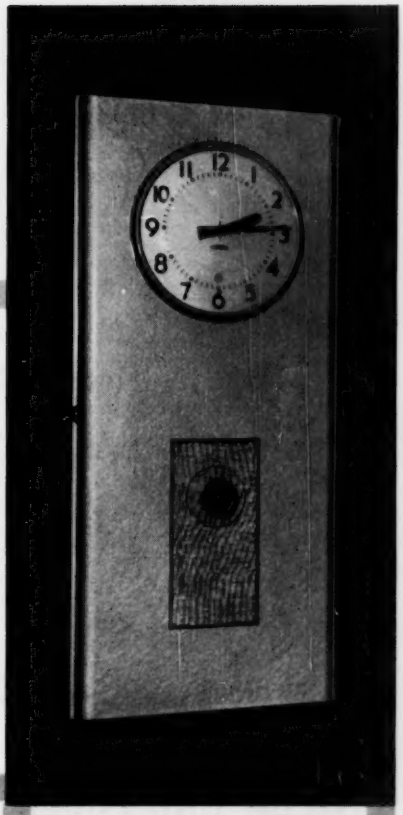

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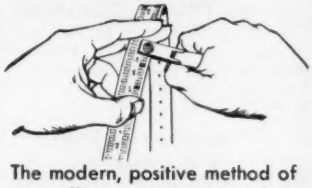

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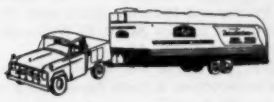

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CURRICULUM

Contribution to Education No. 32. Course offerings, subject enrollments, size and current expenditure for Nebraska high schools. University of Nebraska Printing Division, Lincoln, Neb. Pp. 58.

Exploring Space. A resource unit for a course in physical science. Bureau of Secondary Curriculum Development, New York State Education Department, Albany 1. Pp. 95.

Improving Reading. Edited and prepared by Arno Jewett, specialist for language arts, U.S. Office of Education, U.S. Govt. Prtg. Off., Washington 25, D.C. Pp. 165. 60 cents.

Sing Troubles Away. Psychologically planned song book for primary grades. Teachers Library Inc., 1790 Broadway, New York 19. Pp. 50.

FROM SCHOOL DISTRICTS

Check List for a Healthful and Safe School Environment. By Patricia J. Hill, consultant in health education. California State Department of Education, Sacramento. Pp. 51.

English Language Arts in California Public High Schools. California State Department of Education, Sacramento. Pp. 41.

Learning to Live and Work in Milwaukee. Superintendent's annual report, Milwaukee public schools. Harold S. Vincent, superintendent. Pp. 26.

Portland Public Schools. Eighty-fourth annual report for the school year ended June 1957, Portland Ore. J. W. Edward, superintendent. Pp. 35.

We're Growing. Superintendent's annual report, Alburquerque public schools, 1956-57. Charles R. Spain, superintendent, Albuquerque, N.M.

We Teach Reading. A report to parents, Milwaukee public schools. Harold S. Vincent, superintendent. Pp. 7.

GUIDANCE

Teaching Homemaking as a Career. U.S. Office of Education, Vocational Division, U.S. Govt. Prtg. Off., Washington 25, D.C.

GENERAL INTEREST

Christmas Songs of Puerto Rico. Migration Division, Dept. of Labor, Commonwealth of Puerto Rico, 88 Columbus Ave., New York 23. Pp. 14.

Puerto Rico: Land of Two Christmases. Migration Division, Dept. of Labor, Commonwealth of Puerto Rico, 88 Columbus Ave., New York 23.

HISTORY OF EDUCATION

American Education in the Twentieth Century. By I. L. Kandel, professor emeritus, Columbia University. Harvard University Press, 44 Francis Ave., Cambridge 38, Mass. Pp. 247. $5.

HIGHER EDUCATION

The American Association of Colleges for Teacher Education. 10th yearbook. Proceedings of annual meeting. A.A.C.T.E. Central Office, 11 Elm St., Oneonta, N.Y. Pp. 256. $2.50.

INTERNATIONAL EDUCATION

New Links. Describes international schools around the world. International Schools Foundation, 3060 Garrison St., Washington, D.C. Pp. 44.

LEGISLATION

Case of the Deductible Tights. Advocates revision of the Internal Revenue Code. N.E.A. Legislative Commission. N.E.A., 1201 16th Street N.W., Washington 6, D.C. Pp. 8.

SCHOOLHOUSE PLANNING

Local School Construction Programs. By N. E. Viles, associate chief, School Housing Section, Office of Education Bulletin 1957 No. 20, U.S. Govt. Prtg. Off., Washington 25, D.C. Pp. 80. 55 cents.

Administrative Facilities in School Buildings. By James L. Taylor, specialist in school plant planning, Office of Education, U.S. Govt. Prtg. Off., Washington 25, D.C. Pp. 52. 45 cents.

School Plant Studies: Educational Theatre Architecture. American Institute of Architects, 1735 New York Ave., Washington 6, D.C. Pp. 6. 10 cents.

Indiana and Midwest School Building Planning Conference: Proceedings. Division of Research and Field Services, Indiana University, Bloomington, Ind. Pp. 50. $1.

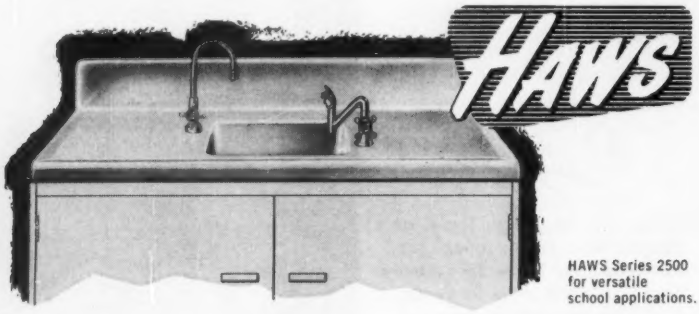
Modern School Shop Planning. Revised edition. Prakken Publications, 330 Thompson St., Ann Arbor, Mich. Pp. 184. $3.85.

SPECIAL EDUCATION

Special Education Personnel in State Departments of Education. By Romaine P. Mackie, chief, exceptional children and youth, U.S. Office of Education, and Walter E. Snyder, supt., Salem, Ore. U.S. Govt. Prtg. Off., Washington 25, D.C. Pp. 49. 30 cents.

The IHB-OVR Program of Professional Training in the Rehabilitation of the Blind. Office of Vocational Rehabilitation and the Industrial Home for the Blind, 57 Willoughby St., Brooklyn 1. Pp. 14.

Reminders: A Guide for Speech Correctionists. University of Illinois Speech Clinic, Urbana, Ill., $2.10.



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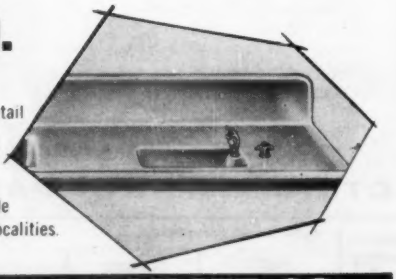

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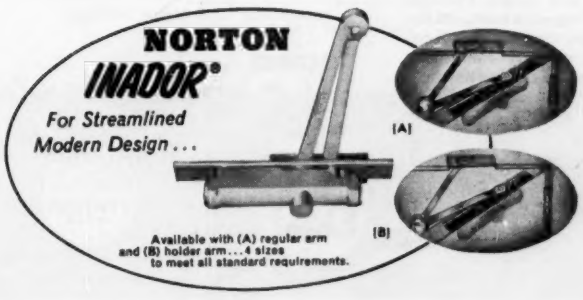

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ABOUT PEOPLE

CHANGES IN SUPERINTENDENCIES

James S. Svolos from Otego Central Schools, Otego, N. Y., to Canastota Central Schools, Canastota, N. Y., succeeding **Walter C. Clifford.**

Charles A. Schultz, junior high school teacher, Kankakee, Ill., to superintendent, Leland, Ill.

W. R. Burns to Dows, Iowa, from Eldon, Iowa.

William J. Early to Fenton, Mich., from Deerfield, Mich.

Tracy Brower, high school teacher at Coffeyville, Kan., to principal-superintendent at Havana, Kan.

Joseph Davies, high school principal at Chalmette, La., to superintendent at St. Bernard, La.

OTHER APPOINTMENTS . . .

Hobart M. Corning, superintendent, Washington, D.C., to A.A.S.A. executive committee to fill out the unexpired term of **Starr M. King,** who resigned to accept a post as adviser to the educational minister in Viet Nam.

William E. Lloyd, former director of special services, U. S. Office of Education, Washington, D.C., to research director of the Colorado Association of School Administrators.

Thomas Luther Purdom to director emeritus of the bureau of appointments at the University of Michigan. Dr. Purdom joined the bureau as director in 1929.

Donald L. Sandberg to director of distribution for the Educational Television and Radio Center, Ann Arbor, Mich. Before joining the Center staff, Mr. Sandberg was director of productions for the Indianapolis schools.

Mary M. Condon, former state superintendent of schools, Montana, to assistant director of the N.E.A. Division of Rural Services.

Mary Helen Mahar, professor of library science at New York State Teachers College, Geneseo, to specialist for school and children's libraries in U.S. Office of Education. At the same time it was announced that **D. G. Morrison,** director of junior college education for the Washington State Board of Education, had been appointed U.S.O.E. specialist for community and junior colleges.

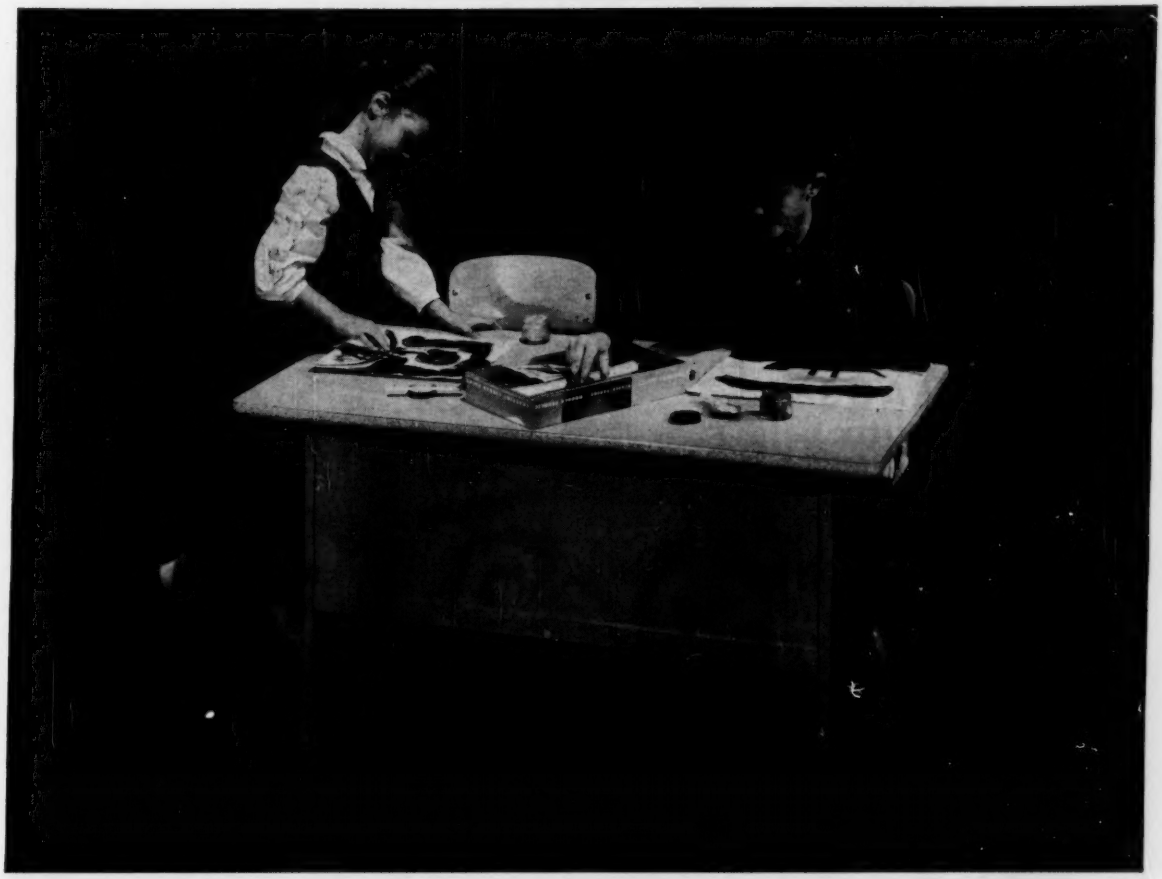
RETIRED . . .

C. D. Dean, superintendent at Plainville, Kan., for 9 years.

Sol J. Ingram, superintendent, Bay St. Louis, Miss., for 32 years, effective next June 30.

DIED . . .

Jason E. Hammond, former state superintendent of public instruction, New York.



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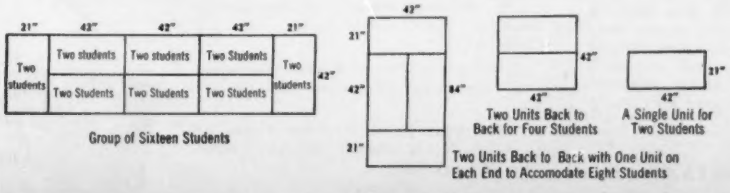

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COMING EVENTS

JANUARY

7-9. Association of American Colleges, Miami Beach, Fla.

27-31. Temple University's 15th Annual Reading Institute, Philadelphia.

FEBRUARY

15. Susan B. Anthony Day.

15-19. National Association of Secondary School Principals, N.E.A., 42d annual convention, Indianapolis.

20-22. American Association of Colleges for Teacher Education, N.E.A., annual convention, Chicago.

22-25. American Association of School Administrators, N.E.A., regional convention, St. Louis.

22-25. American Educational Research Association, regional meeting, St. Louis.

MARCH

2-5. Association for Higher Education, N.E.A., 13th national conference, Chicago.

2-6. Association for Supervision and Curriculum Development, N.E.A., 13th annual convention, Seattle.

6-8. American Orthopsychiatric Association, 35th annual meeting, New York.

8-11. American Association of School Administrators, regional convention, San Francisco.

8-11. American Educational Research Association, regional meeting, San Francisco.

16-22. National Library Week.

22-26. Department of Elementary School Principals, N.E.A., annual convention, Philadelphia.

27-29. National Science Teachers Association, N.E.A., 6th national convention, Denver.

29-April 1. American Association of School Administrators, regional convention, Cleveland.

29-April 1. American Educational Research Association, regional meeting, Cleveland.

30-April 3. American Association for Health, Physical Education and Recreation, N.E.A., in cooperation with A.A.H.P.E.R. Central District, 60th annual convention, Kansas City, Mo.

31-April 3. American Personnel and Guidance Association, annual convention, St. Louis.

APRIL

6-12. International Council for Exceptional Children, N.E.A., international convention, Kansas City, Mo.

9-12. National Council of Mathematics Teachers, N.E.A., 36th annual meeting, Cleveland.

17-19. National School Boards Association, Inc., 18th annual convention, Miami Beach, Fla.

21-25. Department of Audio-Visual Instruction, N.E.A., annual national convention, Minneapolis.

MAY

9, 10. International Reading Association, 3d annual conference, Milwaukee.

JUNE

29-July 4. National Education Association, annual convention, Cleveland.

30. United Business Education Association, N.E.A., annual meeting, in conjunction with N.E.A. annual convention, Cleveland.

PLAYTHINGS WITH A PURPOSE...

Scientifically designed, beautifully constructed MODERN PLAYWAY EQUIPMENT has earned a place in leading progressive nursery schools, kindergartens and primary classrooms everywhere. They aid in the development of the child's muscular strength, coordination and control, offers him an incentive to think, choose and test, and at the same time holds the child's interest by offering activity which he enjoys. MODERN PLAYWAY WORK-AND-PLAY MATERIALS are thoroughly tested to be pedagogically correct for the teacher! — psychologically correct for the child!

SEND FOR THIS BOOK!

"Handbook of Educational Work-and-Play Materials," complete with illustrations and descriptions, 25c postpaid.

Dept. NS-62

The American Crayon Company
Sandusky, Ohio New York

Pictured below is the main hall of the "Exceptional Children's Unit" of the Starr King School, Carmichael, California. Exceptional and otherwise, school children everywhere are notoriously adept at tracking in dust and dirt. A maintenance problem? Not with Honeylite! Dust and dirt just fall through a Honeylite ceiling, because of Honeylite's open, all-aluminum honeycomb structure. And because it's all-aluminum, it's non-static – does not attract dust. And Honeylite's completely fireproof – rated by Underwriter's Laboratories: flame spread – 0; fuel contributed – not determined; smoke developed – negligible. Relamping (or removal for washing) is easy, too. Honeylite weighs only two to three ounces per square foot; doesn't need de-staticizing after handling. And light! Remember school hallways so dark they were comparable to walking into a movie on a sunny afternoon? Here, they even have an office right in the hall! Of course, Honeylite's characteristics are completely glare-free light (proved by actual test); nearly perfect transmitting efficiency; and light with high-noon visibility, yet as shadowless and cool as twilight. STARR KING SCHOOL, CARMICHAEL, CALIFORNIA · DREYFUSS & BLACKFORD, ARCHITECTS & PLANNERS

HONEYLITE® the new look in halls of learning

LIGHT-DIFFUSING ALUMINUM HONEYCOMB

A DEVELOPMENT OF **HEXCEL PRODUCTS INC.**

951-61ST STREET, OAKLAND 8, CALIFORNIA

Complete Versatility!

SCHOOL MASTER 500

Remote Control Projector for Film Strips or Slides—Here is the most versatile classroom projector available for audio-visual instruction. Self-contained—there are no parts to remove or attach. It projects 35mm film strips by remote control or manual operation. Slides are projected manually and the change from film strips to slides may be made in seconds. Or, semi-automatic or Airequipt automatic slide changer (available as an accessory) may be permanently installed.

School Master's 500-watt illumination and precision optical system put sharp, brilliant images on the screen—even in partially lighted rooms. Film passes between smooth, twin glass plates which keep film flat and in the exact plane from edge to edge at all times. By replacing the remote control cord with the cord from a tape recorder or record player, synchronization of film strip and sound can be attained. Other advanced features: foolproof single-slot threading; fingertip framing; handi-handle for easy transportation; 10-foot cord; smooth action picture change without backlash; 4-bladed fan for efficient cooling; all-aluminum casting for durability, ruggedness and light weight.

Illustrated above with accessory slide changer and rewind take-up.

Have your Graflex A-V dealer demonstrate this versatile projector for you in your own school.

GRAFLEX® *Prize-Winning Cameras and Equipment*

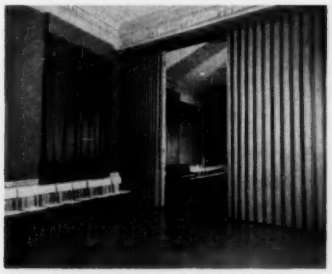
A SUBSIDIARY OF GENERAL PRECISION EQUIPMENT CORPORATION

GRAFLEX, INC., ROCHESTER 3, N.Y.

TO HELP YOU get more information quickly on the new products described in this section, we have provided the postage paid card opposite page 114. Just circle the key numbers on the card which correspond with the numbers at the close of each descriptive item in which you are interested. The NATION'S SCHOOLS will send your requests to the manufacturers. If you wish other product information, just write us and we shall make every effort to supply it.

Foldoor Folding Partition Is Sound Retardant

Separation of both space and sound is provided in the new Dual Sound-Retardant



Foldoor Folding Partition. Two special sound retardant Multi-V Foldoor units are installed back to back on parallel tracks, operating as a single door with joined lead posts, in installations where sound insulation is desired. Either cornice or recess track head details are supplied, according to need. Each door unit can be erected separately, the lead posts being joined afterward with a covered steel plate for simplified installation.

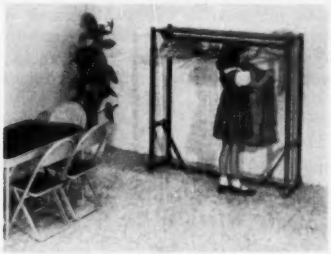
The narrow Multi-V frame construction keeps stacking space and dimensions at a minimum. When extended the profile of the new door is 11⅜ inches wide and it is 13¼ inches wide when stacked. **Holcomb & Hoke Mfg. Co., Inc., 1545 Van Buren St., Indianapolis 7, Ind.**

For more details circle #879 on mailing card.

Checkerette Jr. for Children's Wraps

Large capacity in small space is provided in the new Checkerette Jr. The coat rack for children is designed to permit them to hang their coats and hats in an orderly manner without adult assistance.

The new coat rack can be set up anywhere in a few minutes without nuts, bolts or tools. It stands rigidly, without sag or



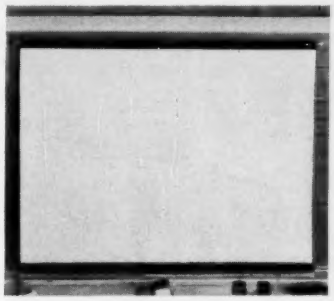
sway, and stores in small space when not in use. Built for long service, the Checkerette Jr. is attractively designed and finished and is available for either 14 captive or removable hangers, or with 16 two-sided saddle hooks for 32 coats. It is also available in double width units having two hanger bars for double capacity. **Vogel-Peterson Co., 1127 W. 37th St., Chicago 9.**

For more details circle #880 on mailing card.

Classroom Screen Fits over Chalkboard

A new clear projection, wide angle viewing screen is now available which is designed to fit over map hooks for quick and easy hanging over chalkboards. If map hooks are not available, two simple clips are included with each screen for ease in hanging. Extra clips are available at only ten cents per pair.

The new Draper-V Screen has a white surface exceptionally well suited to viewing even in lighted rooms. It is easily cleaned with art gum, or may be washed with mild soap. The ruggedly constructed screen is simple to operate, double stitched for



durability, and has ¾ inch seasoned hard maple dowel which projects beyond the screen to ensure a positive stop. The dowel is finished at each end with deep aluminum ferrules. The continuous handle across the top of the V-Bar makes the screen easy to handle and carry and the oblong slots in the back of the V-Bar facilitate quick attachment. The new Draper-V Screen is available in the following sizes: 40 by 40 inches, 52 by 52 inches, 60 by 60 inches and 70 by 70 inches. **Luther O. Draper Shade Co., Spiceland, Ind.**

For more details circle #881 on mailing card.

Steel Storage Cabinets and Shelving in Wide Selection

A wide selection of top quality steel storage cabinets and shelving is offered in the new Penco line. Smooth, streamlined exteriors, three-point security latching, built-in grooved key locks, no-sag doors and adjustable shelves are some of the features of the steel cabinet line. Penco steel shelving equipment is available in a wide selection to meet virtually every storage need. The new line includes plain shelving in 240 different combinations and ledge shelving in 735. Open type, closed type and closed type with locks are the

three basic types of shelving offered by Penco.

All units are constructed of heavy gauge steel, designed to meet or surpass government specifications to provide long, trouble-free service. They are finished in oven-baked enamel sprayed over a special corrosion resistant undercoat. Cabinets are finished in gray and green; shelves and dividers in green, gray and tan. **Penco Metal Products Div., Alan Wood Steel Co., 200 Brower Ave., Oaks, Pa.**

For more details circle #882 on mailing card.

Greater Operating Ease in 1958 Chevrolet Chassis

Seven chassis choices are offered in the 1958 line of Chevrolet school buses. A capacity range from eight to 60 pupils is available to fill every school need from light rural runs to large centralized or metropolitan institutions. The new bus chassis incorporate engineering advances for greater operating safety and ease and to equal or exceed national standards.

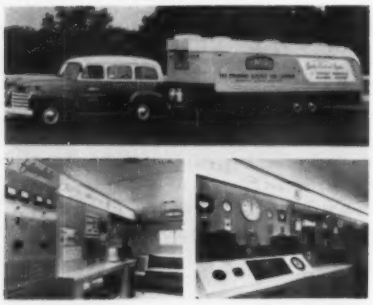
Safety features of the 1958 buses include the dual headlamp system gaining up to 50 feet of illumination beyond on-coming vehicles while on low beam; broad-shouldered styling of the front end sheet metal; cast wheels on the heavy duty

models, and greater power reserve in the engines, among other improvements. **Chevrolet Motor Div., General Motors Corp., General Motors Bldg., Detroit 2, Mich.**

For more details circle #883 on mailing card.

(Continued on page 100)

What's New ...

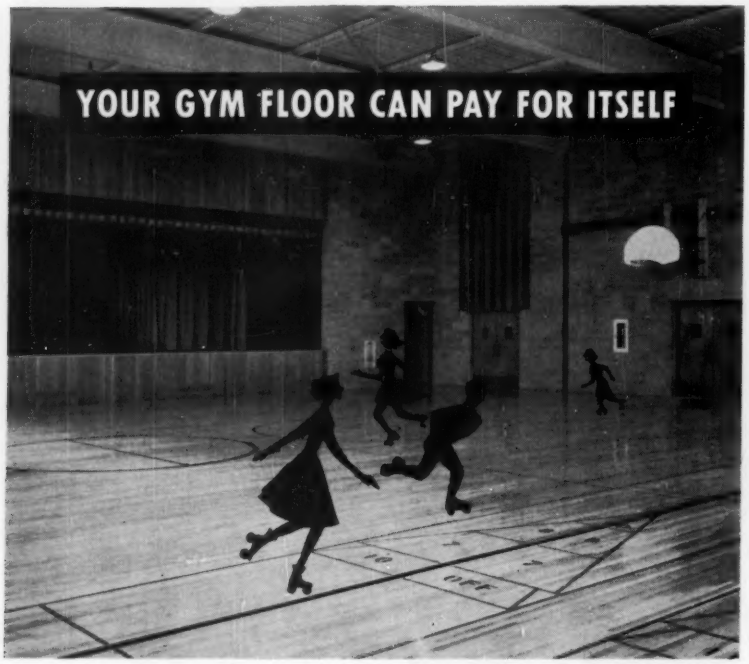


Mobile Unit Demonstrates Electrical Systems

Developed specifically to provide administrative and engineering executives of institutions, as well as architects and electrical engineers, with working knowledge of Standard electrical systems is a new mobile display of equipment for school, hospital and other institutional use. Full sized, operating equipment is set up and operated in the mobile unit. School equipment includes "Memory Tape" controlled synchronous motor and minute impulse type clock and program systems.

The high quality of materials and performance built into Standard equipment will be available for inspection and discussion as the mobile unit tours the United States and Canada. The educational unit includes, in addition to school equipment, a common call, private talk intercom system; audible-visible nurse call system; audible paging system; silent, flashing light paging system; staff in-and-out registers; centralized music system, and a voltage distribution system for a Flexlab laboratory switchboard, power supplies and service outlets. The systems demonstrated provide distribution of all types of electrical current to work stations in school or industrial laboratories. **Standard Electric Time Co., Springfield 2, Mass.**

For more details circle #884 on mailing card.



Your Robbins Hard Maple Floor gives you extra value that no mere *floor covering* can offer. With today's trend to utility in junior and high schools, gyms are serving as community recreation centers and often doubling as roller rinks. And school officials are finding a roller rink is a profitable enterprise. Charging skaters a nominal fee and renting the gym for private parties easily pay both maintenance and initial cost of the floor in short order.

Only a hard maple floor can take the abuse of skating and retain its natural beauty, resilience, safety and ease of maintenance. Robbins Hard Maple Flooring is known the country over as the finest for gymnasiums and the most economical in the long run. It is manufactured and installed to pay for itself by withstanding generations of rough use – from running feet or rolling skates.

For the name of your nearest distributor and authorized floor contractor, write Robbins Flooring Co., Reed City, Michigan, Dept. NS-158.

MILLIONS WALK DAILY ON ROBBINS FLOORING

All Robbins flooring is available vacuum-impregnated for maximum protection against moisture, decay and termites.

ROBBINS FLOORING COMPANY
Reed City and Ishpeming, Michigan

World's Largest Maple Flooring Manufacturer

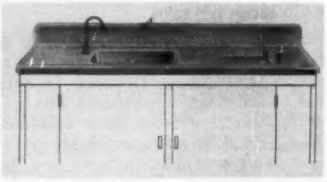
Virco-Matic Folding Table Has Automatic Height Adjustment

The new Virco-Matic folding table has an automatic height adjustment from 21 to 32 inches. Designed for use in classrooms, lunchrooms, cafeterias and wherever large folding tables are needed, the new table has a fingertip spring-lever mechanism for automatic adjustment of table height. It is ruggedly constructed and provides for a positive lock that adjusts easily and effectively. The new folding table is available in 36 by 72 inches and 36 by 96 inches with tops of Masonite or Vircolite plastic. **Virco Mfg. Corp., 15134 S. Vermont, Gardena, Calif.**

For more details circle #885 on mailing card.

One-Piece Unit for Receptor and Fountain

Receptor and fountain unit are available in a new one-piece deck-top. Molded of



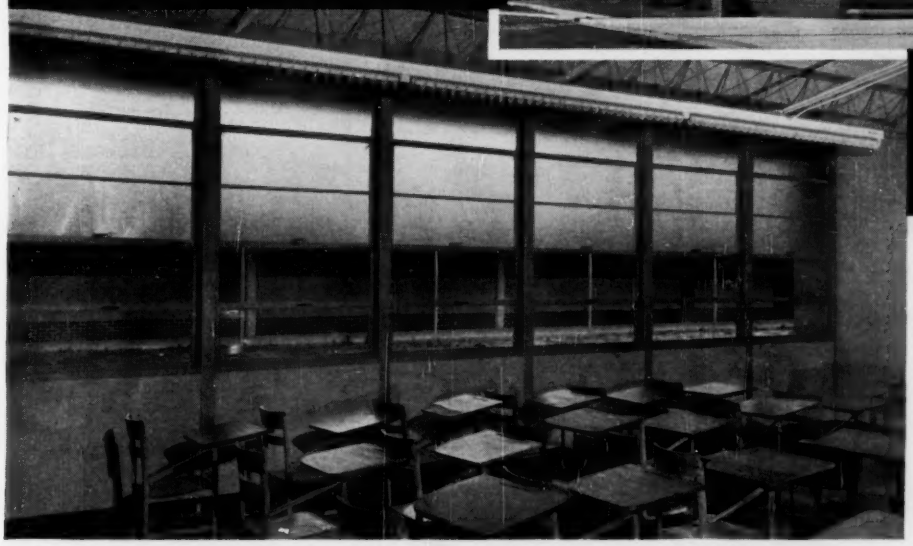
lightweight fiberglass to meet code requirements in particular areas, the new unit provides a drinking fountain separate from the sink. There are no rims, cracks or joints in the new Series 2700, eliminating any possibility of accumulation of dirt and water.

The new six-foot deck-top unit is easily attached to a prepared frame or cabinet. It is available in white and a choice of five decorator colors. The sink section is available with a chrome plated gooseneck faucet or a hot and cold compression type double faucet. **Haws Drinking Faucet Co., Fourth & Page Sts., Berkeley 10, Calif.**

For more details circle #886 on mailing card.

(Continued on page 102)

MORE *Light* ON THE SUBJECTS



Architect:
Sanford W. Goin and
Jack Moore, A. I. A.,
Gainesville, Florida

Installation by Liddell
Paint & Glass Co.

Translucent Glass Diffuses Daylight in Florida High School . . . Makes Students' Seeing Tasks Easier

Students of the Santa Fe High School, Alachua, Florida, enjoy plenty of "eye-easy", diffused daylighting for all visual tasks. Extensive use of Mississippi's attractive Factrolite pattern in the upper three lights of the window walls, floods classrooms with softened, even, natural illumination that eliminates harsh contrasts and sharp shadows . . . literally puts more and better light on all subjects. This glass also fights eye fatigue by reducing glare . . . helps protect young eyes.

To provide maximum illumination with greatest safety, this modern school has also installed Mississippi's Polished Wire Glass in doors. This sturdy wire glass protects against mishap from breakage or fire. An approved fire retardant (No. 32), Mississippi Wire Glass tends to bottle up small conflagrations before they can roar into holocausts.

When you build or remodel your school, make the most of daylighting. Specify glass by Mississippi. Available at better distributors in a wide range of patterns and surface finishes to fit your needs and budget.

Mississippi constantly tests daylighting applications of its glass in a schoolroom erected on factory grounds. Results of these tests and assistance of Mississippi technicians are available to you upon request.

MISSISSIPPI GLASS COMPANY

88 Angelica St. • St. Louis 7, Mo.

NEW YORK • CHICAGO • FULLERTON, CALIFORNIA

Write today for free literature. Address Department 15.

WORLD'S LARGEST MANUFACTURER OF ROLLED, FIGURED AND WIRED GLASS

What's New ...

Efficiency and Price Features of KC-22 Floor Machine

The streamlined KC-22 floor machine has a 23-inch brush spread. Designed to scrub, polish, buff, dry clean, sand and refinish any type of floor, the new machine features ultra modern design and efficiency of operation with moderate price. The new fully-adjustable handle swivels for space-saving storage, for height of operator and for pivotal operation. The Auto-Mate Safety Switch permits both right and left hand operation and the two six-inch wheels with semi-pneumatic tires make it easy to move. The machine is quiet in operation and easy to handle. **General Floorcraft, Inc., 421 Hudson St., New York 14.**

For more details circle #887 on mailing card.

In Wood Laboratory Furniture
THERE'S NO SUBSTITUTE FOR EXPERIENCE

When you're considering an investment as important as educational laboratory equipment, look for qualities that give you the most for your money.

Look for imaginative, practical design. Look for superior materials. Look for outstanding craftsmanship. And, above all . . . look for *experience.*

You get all these from Kewaunee. With a half century of experience in the educational field, Kewaunee has a rare understanding of classroom needs. With Kewaunee craftsmen averaging more than 10 years on the job, Kewaunee gives you unequalled workmanship. And with many other woodworking and furniture plants nearby, Kewaunee's skilled worker availability is unexcelled.

You can expect *more value* from Kewaunee equipment – it's planned and built for maximum efficiency, flexibility, long life and low cost.

FREE PLANNING MANUALS—Sections 5 and 5A. Indispensable in planning efficient science rooms. Write for your copies today.

Kewaunee / TECHNICAL

KEWAUNEE MANUFACTURING CO.
5028 S. Center Street, Adrian, Michigan

TECHNICAL FURNITURE, INC.
Statesville, North Carolina

REPRESENTATIVES IN PRINCIPAL CITIES

Versatile Venetian Blind Operates in Two Sections

Distractions outside the classroom window can be cut out without shutting out light and air with the new development in venetian blinds known as Versatilt. Versatilt features dual control for the upper and lower sections of the blind, permitting the bottom section to be closed while the upper section is open to admit light and air. Each section adjusts smoothly, with one cord, to any position within an arc

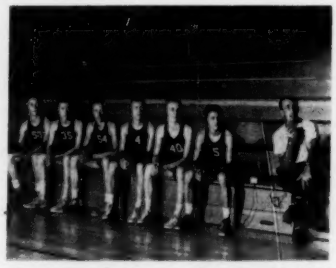
of 180 degrees. The new single-cord control action is also available in a single-section venetian blind called Unicord. With Unicord, all slats are instantly adjusted simply by pulling the single cord.

With Versatilt, blinds can be adjusted to suit any need. Either section may be open, half-open, half-closed or closed, independent of the other section of the blind. The completely enclosed control mechanism is ruggedly constructed for years of trouble-free service and the entire headrail unit is dustproof. The top and bottom sections need not be of equal height but can be specified to suit the need. **C. B White Co., Inc., Auburndale 66, Mass.**

For more details circle #888 on mailing card.

Coaching Device Permits Game-Time Instruction

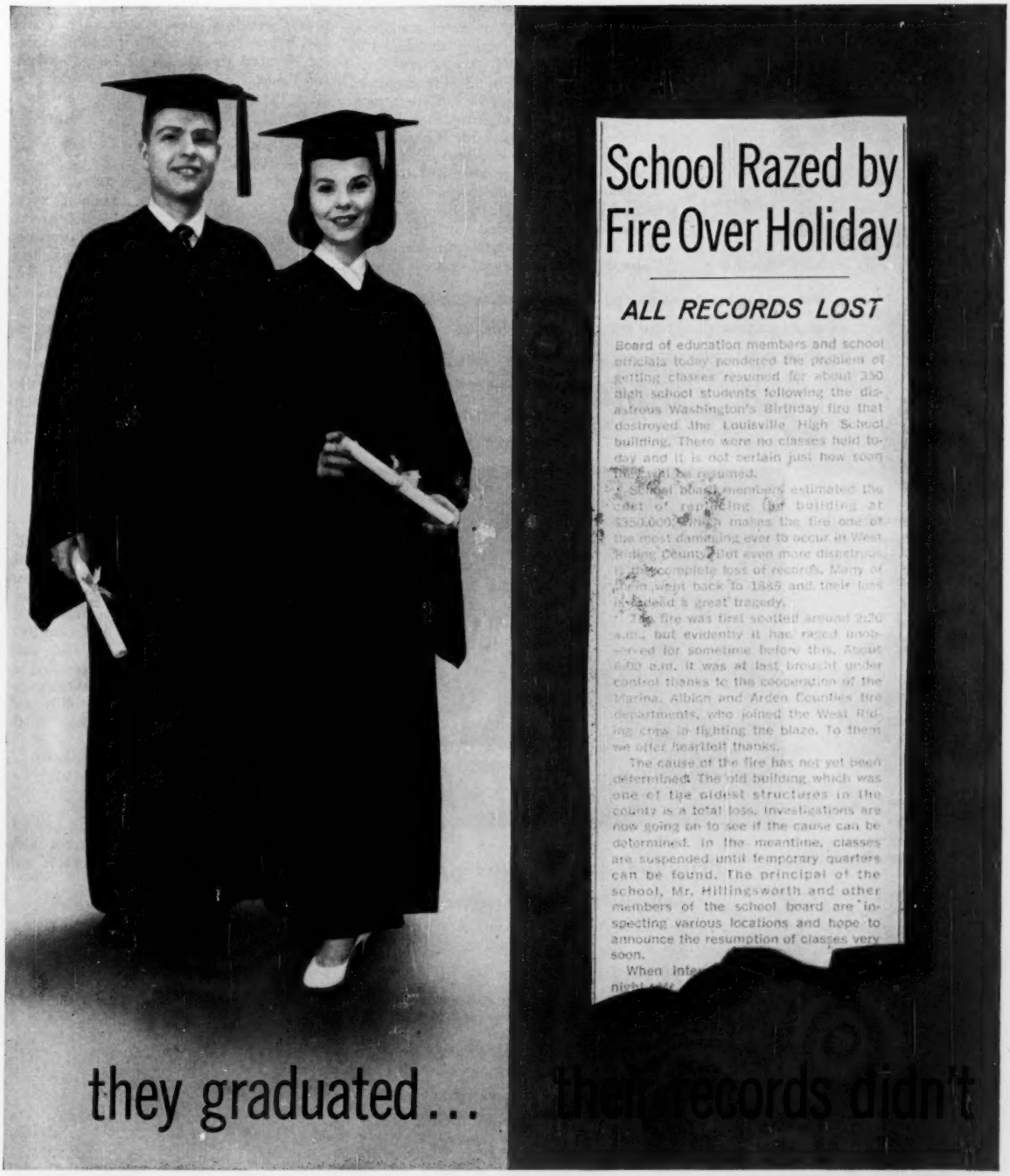
The "Coachmaster" is an electronic device for coaching and instruction during football and basketball games. Consisting of a battery-operated amplifier, junction box, microphone and six, eight or twelve sets of headphones, the "Coachmaster" enables the coach to be in constant contact



with every player on the bench during the game. While players are watching the game from the bench, the coach can correct, compliment and criticize to point out the results of practice. Substitute players are thus better informed when they go into the game and are more alert to good and bad points. The "Coachmaster" has other advantages for use during games. The entire set fits into a sturdy plywood case for easy carrying. **M. D. Brown Co., 2233 Lake St., Niles, Mich.**

For more details circle #889 on mailing card.

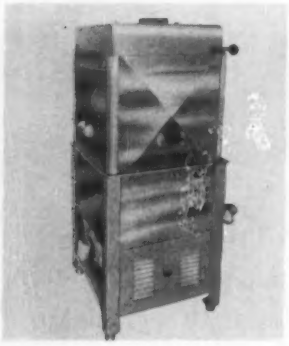
(Continued on page 104)



Protection of school records is as essential and important as good instruction. As custodian of public data, a school's responsibility doesn't end with graduation. Records must constantly be available for reference: requests for transcripts from other schools, from employers, the Government and the Armed Forces — sometimes even for verification of citizenship or birth. Above all, records are vital for the everyday operation of a school. What protection do your school records have? Could they survive a fire? The chaotic conditions caused by the destruction of school records can affect an entire community. Remember that fire can strike unexpectedly at any time! Every single day there are 12 school fires in the U.S.; Case History 1149 shows how Remington Rand insulated equipment saved the records of the Nevada-Missouri High School. Write today for a copy — it may help to save the records of your own school. Address Room 1152, 315 Fourth Avenue, New York 10, N. Y.

Remington Rand
DIVISION OF SPERRY RAND CORPORATION

What's New ...



Door-Type Dishwasher Is Semi-Automatic Unit

A new single tank, semi-automatic, door-type dishwashing machine is introduced by Universal Dishwashing Machinery Company, a member of United Manufacturers. All interior parts, tracks, strainer pans, shelves and wash and rinse assembly are easily removed by hand for complete and thorough cleaning. The top cover, front panel and back cover are also easily removable. The new SR Regular Model can be installed for straight through or corner operation. It is equipped with three doors, two of which operate simultaneously. A single lever operates wash and rinse.

The Model SR will handle racks 19¾ inches square and has a newly designed power wash and rinse that revolves above and below the dishes for thorough cleaning. **United Manufacturers, Inc., 50 Windsor Place, Nutley, N.J.**

For more details circle #890 on mailing card.

Permasteel Chalkboard in See-Green

Hard vitreous material is fused at controlled heat into 18 gauge enameling sheet steel to form the new Permasteel classroom chalkboard. Rowles scientifically prepared See-Green color is textured for excellent chalk marking. The writing surface will not shine or fade and resists wear, shock and abrasion, according to the report. Permasteel chalkboard is constructed in accordance with Performance Specifications for Porcelain Enamel Chalkboards. Papers can be hung on the board with magnets, thus giving it dual usage as a chalkboard and a bulletin board. **E. W. A. Rowles Co., 106 N. Hickory St., Arlington Heights, Ill.**

For more details circle #891 on mailing card.

African Mahogany for Roll-Out Gym Seats

Genuine African Mahogany is now available as the wood in Hussey Roll-Out Gym Seats. Characteristics of the wood are described as extra dimensional stability, resistance to warping, shrinking and checking, and exceptional beauty and luxurious finish. The wood is used for seats and footboards when mahogany is specified in the Hussey all-closed-deck Roll-Out gymnasium seats with engineered stability and ease of operation. **Hussey Mfg. Co., North Berwick, Maine.**

For more details circle #892 on mailing card.

Folding Chair Has Contoured Seat

Expert engineering with bronze-welded heavy duty angle steel seat supports and

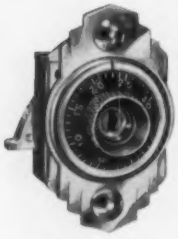
frame cross braces give strength and stability to the new #1002 BeLa folding chair. The selected five-ply hardwood plywood seat, with birch ply faces on the bottom and top, is contoured for comfort and correct posture. The wood surfaces are sanded and sealed, and the chair is available with either lacquered or natural finishes. The frame is of 18 gauge tubular steel. The sturdy addition to the BeLa folding chair line is economical in price. **BeLa Division, J & J Tool & Machine Co., 9509 S. Prairie Ave., Chicago 28.**

For more details circle #893 on mailing card.

(Continued on page 106)

Locker Lock Problems?

Lockers protected with Dudley Combination Master-keyed Locks are *really safe*



S-540 Master-Keyed Built-in Lock

Fits all locker piercings. Quick combination change with special re-set key.

The DUDLEY Master Key

Can't be duplicated on ordinary key making machines.

P-570 Master-Keyed Combination Padlock

Finest of all master-keyed padlocks. Cast aluminum case, extra heavy steel shackle. Self-locking. Rotating dial.

Principal and Teacher Agree...

Dudley locks make their work easier and eliminate confusion and delay due to lost combinations or pilfered lockers. Because of the security built into the unique Dudley master key, lockers stay safe, yet allow authorities to open lockers and to change combinations quickly and easily. Since 1921 Dudley Locker Locks have been the standard of controlled locker protection in schools.

Ask your Dudley representative. He's there to help you—without obligation, of course.

DUDLEY
LOCK CORPORATION

Dept. 110, Crystal Lake, Illinois

The Service is Excellent—

with beautiful Boontonware

Note the many ways Boontonware enhances a reputation for good service—and makes that service easier to maintain! There are decorator-inspired colors to make a meal look more inviting. There are no unsightly chips or cracks . . . Boontonware is practically indestructible! In Boontonware, food stays hot or cold longer. Service is quieter; no clatter in handling. Clean-up is quicker; Boontonware stacks evenly, is easy to keep up to high standards of cleanliness.

This finest of melamine dinnerware is found in millions of homes, in all fine hospitals, schools and restaurants. It behaves as good dinnerware should. It practically *pays for itself!*

For a complete line—plates, bowls, cups and service dishes—see your regular supply house or write us for the name of your nearest dealer.

SIX COLORS TO MIX OR MATCH

Butter Yellow - Powder Blue - Honeydew Green
Tawny Buff - Bon Bon Pink - Shell White

Boontonware®

finest of *all* Melamine dinnerware

TO MEET CS 173-50 OF INDUSTRY HOUSEKEEPING TABLEWARE

Boontonware complies with CS 173-50, the heavy-duty melamine dinnerware specifications as developed by the trade and issued by the U. S. Department of Commerce, and conforms with the simplified practice recommendations of the American Hospital Association.

MANUFACTURED BY BOONTON MOLDING CO., BOONTON, N. J.

What's New . . .

750 Specialist Projector for Use in Large Rooms

A 750-watt lamp in the new 750 Specialist multi-purpose projector provides ample illumination for showing slides or filmstrips in large rooms. The improved Smooth-Focus lens rotates easily to keep the screen image sharp. The two features give good results with less need for room-darkening. The new projector will show single or double-frame filmstrip sizes, printed vertically or horizontally on the roll. A manual slide changer is provided, but the 750 will accept the Semimatic changer and the electric changer for automatic and remote-control operation with two by two slides. The unit can also be used in combination with the Record Master for sound presentations. **Bell & Howell, 7100 McCormick Rd., Chicago 45.**

For more details circle #894 on mailing card.

SOLVE your classroom STORAGE problems —with the NEW school tray by— FABRI-FORM

- Made of sturdy high-impact plastic, with high gloss finish—UNBREAKABLE in normal use
- Resists soiling — easily cleaned
- Light weight and easy to handle — even by small children
- Sizes to fit all existing rack systems
- Beautiful pale tan, grey or green colors

Here's the low cost answer to your classroom storage problems—school trays by Fabri-Form that store each student's materials INDIVIDUALLY! They're widely used for storage in home economics, kindergarten, science and chemical labs, teacher's wardrobe cabinets and manual training; as well as for many miscellaneous storage uses.

You can use Fabri-Form school trays without additional equipment, yet they will fit any standard rack system you might install later. These trays solve EXISTING STORAGE PROBLEMS IMMEDIATELY, yet are adaptable for later incorporation into a more elaborate storage system.

PLASTICS FABRICATORS

Write for details TODAY!

The FABRI-FORM Company, BYESVILLE 1, OHIO

Lay-in Type Troffers for Lighting Versatility

The new Miller Versaline-Grid recessed troffer line is designed especially for use in exposed "T" furring and Acousti-Line ceilings. The versatility of size, closure and lighting level makes the line suited to a wide variety of lighting, structural and esthetic requirements. Units most suitable for the particular requirements can be selected from the matched line. The new troffers are shallow and can be quickly installed in plenums only eight inches deep. Installation is quick and easy and fixtures can be moved to conform to partition changes. **The Miller Co., Meriden, Conn.**

For more details circle #895 on mailing card.

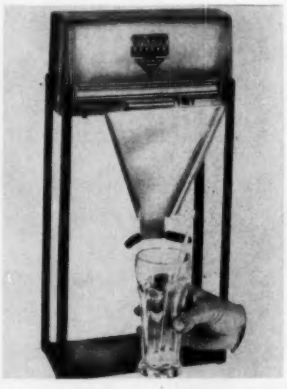
Drymaster With Rinse Dry for Dishwashing Machines

Drymaster is the name of a compact hydraulically powered instrument which becomes an integral part of the dishwashing machine. With it a small but accurate volume of Rinse Dry is added to the final rinse water for sparkling dishes. Rinse Dry is a concentrated drying agent designed to dry glasses, silver, china and plasticware, without spots, in any dishwasher. **Economics Laboratory, Inc., 250 Park Ave., New York 17.**

For more details circle #896 on mailing card.

Duplex Straw Dispenser Drops Straw Automatically

An unwrapped straw is dropped automatically into the glass from the new patented Duplex Fountainette Straw Dispenser. The new unit is constructed of stainless steel with an all-steel black satin finished stand for easy maintenance and attractive appearance. It is easy to use. One unwrapped straw is released to fall directly into a glass which is pushed



against the lever. Costs are reduced for purchase and handling of soda straws since the unwrapped straws cost less and require minimum clean-up after use. The automatic straw dispenser will hold a full carton of unwrapped straws for sanitary dispensing. It is available in two models, JS-20 for Jumbo Straws and MS-10 for Standard Straws. **Duplex Straw Dispenser Co., 500 N. La Cienega Blvd., Los Angeles 48, Calif.**

For more details circle #897 on mailing card.

(Continued on page 108)

From his desk, Dr. J. C. Witter, Superintendent of Schools, Caney, Kansas, is in instant two-way conversation with teachers.

Teacher saves steps; she answers calls from any point in room. Call from principal is announced by bright red privacy light. Teacher can also call principal.

Portable amplifier and loudspeakers provide P.A. facilities for the auditorium, gym and athletic field . . . including announcements to spectators.

For schools with low-budget problems

Executone provides complete communications, classroom privacy

Caney, Kansas, schools get all the many features of expensive console sound systems with simplified, low-cost Executone intercom. This inexpensive, all-purpose system saves time and energy for teachers and principal, increases administrative efficiency. Schoolwide announcements can be made from the principal's desk. School programs, recorded music, speeches, special events, emergency dismissals, every form of sound system transmission can reach all school areas, as well as individual classrooms.

You get these plus advantages with Executone:

- **Lower Cost**—Expensive console features now possible with new simplified wiring circuit.
- **Easy to Operate**—No complicated, confusing control panels.
- **Easily Installed** in existing schools. In new construction, additional savings possible on wiring.
- **Small Initial Investment**—Starting with intercom, schools can add sound system features as required.
- **Space Saving**—Principal's compact control station needs only small fraction of space required by console.

More time for teaching! Teachers like the system. It saves them steps, time and energy . . . so students benefit, too! Find out what Caney schools have learned . . . how Executone School Intercom can improve *your* school administration. Just send coupon for more information.

Executone

SCHOOL COMMUNICATION SYSTEMS

Manufacturers of School-to-Home telephone equipment for shut-ins

EXECUTONE, INC., Dept. F-9
415 Lexington Ave., New York 17, N. Y.
Without obligation please send:
☐ **Complete details on Caney Schools' communication set-up**
☐ **Other free descriptive literature.**
☐ **Name of local representative.**

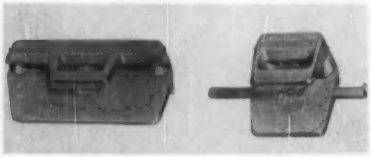
Name_____
School_____
Address_____
City_____ **Zone**____ **State**_____

In Canada—331 Bartlett Ave., Toronto

What's New ...

Apsco Punches Handle Heavy Paper

Up to 30 sheets of 16-pound bond paper can be punched at the same time



with the new Apsco 220 and 330 punches. The Apsco 220 two-hole punch has a gauge for centering paper to be punched anywhere from five to fourteen inches. The new Apsco 330 three-hole punch has a gauge which pulls out at the side to center paper from three to eleven inches.

Made of chrome-hardened steel, the punches have exceptionally strong and efficient shearing action for punching large numbers of sheets at once. The entire base is a chip container which is so constructed that it will not leak, no matter how full it becomes. The punches are designed to fit any desk drawer without locking the punch down. The base is heavily flocked to protect desk tops and is easily opened for cleaning. **Apsco Products, Inc., 9855 W. Pico Blvd., Los Angeles 34, Calif.**

For more details circle #898 on mailing card.

SLATE CHALKBOARDS

. . . still first choice for easiest reading . . . writing . . . cleaning

Chelsea Heights Elementary School, St. Paul, Minn. Haarstick, Lundgen & Assoc. Archts., St. Paul, Minn.

There is still no substitute for the superior contrast of white chalk on a natural slate board. This, plus its clean, clear writing and erasing qualities, makes slate the natural choice for easiest teacher-student communication. Nor have the simple maintenance . . . timeless good looks of slate ever been duplicated. No wonder both teachers and architects alike specify natural slate chalkboards for the best in visual class-room service!

Write For Your Free Copy Of:

"Slate Chalkboards in Modern Schools" (Little-known facts about chalkboard visibility, geographical listing of slate chalkboard installations, cost comparisons and maintenance tips)

"Things That Matter Most about Chalkboards" (6 basic considerations for chalkboard selection)

"Tips On Easy Chalkboard Care" (9 time-saving steps for trouble-free chalkboard care)

"Specifications Pamphlet" (Modernized specifications, details, cost, color, weight facts and step-wise installation instructions)

"A Chalkboard Manual" (12 page booklet of helpful information on selection, specifications, installation, uses and maintenance of chalkboards)

PENNSYLVANIA SLATE PRODUCERS GUILD, INC.

205 Realty Building Pen Argyl, Pennsylvania

500 million years in the making . . . . . NATURAL SLATE

Languages Are Easy With Hi Fi Language Sets

Designed to facilitate the teaching of languages to children, the HRS Hi Fi Language sets for children are available in the four most usually taught languages. These include Spanish, French, German and Italian. Designed for teaching children seven to fourteen years of age, the sets can also be used for older children since they teach basic words and phrases and are excellent for accustoming the ear to the sound of the language spoken at normal speed.

HRS describes the method of teaching which is Hear, Repeat, Speak. The lesson material is spoken at normal speed by a child in the language being taught. Then the sentence is taken apart and each word or phrase spoken slowly with a pause for the pupil to repeat the words. In this way both ear and tongue have an opportunity to be trained and with the accompanying text in English and the language being taught, the pupil learns to speak quickly. Each set consists of two ten-inch 33⅓ Hi Fi records and a colorful illustrated manual. **Wible Language Institute, Hamilton Law Bldg., Allentown, Pa.**

For more details circle #899 on mailing card.

Storage Space Reduced With Coil-Wal Partitions

Its own storage box into which the Coil-Wal automatic partition coils, cuts storage

space as well as over-all installation costs for movable partitions. The new type partition is low in initial cost and requires no heavy overhead trusses or beams for installation. It incorporates safe, straight-line travel and smooth, quiet electrical-mechanical action that is readily adaptable to use in schools and other institutions requiring large, economical movable partitions.

Coil-Wal Automatic Partitions of narrow wooden slats of straight vertical grain Douglas Fir are constructed to prevent reverberations, reduce sound and to provide high acoustical qualities. Slats are joined by lightweight pre-stressed steel cables for a close-knit vertical position. The supports are of minimum weight, and the self-contained partitions require no special storage cabinets. Coil-Wal Partitions are custom made to any size and structural requirement and are available in pull-push and pull-crank types for smaller installations and automatic electric actuation for larger openings. **Dubuque Products Inc., Dubuque, Iowa.**

For more details circle #900 on mailing card.

(Continued on page 110)

★ Easy Folding!
★ Compact Storage!
★ Du-Honey 20 Safety Lock!
★ Beautiful Smooth Tops!
★ Double Bracing!

5 year guarantee on all Midwest Legs

A COMPLETE LINE OF FOLDING TABLES

Wide range of styles and sizes
Choice of tops

CHORAL & BAND STANDS

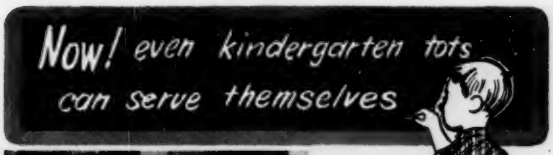
Midwest Folding Tables feature the exclusive Du-Honey 20 safety lock that secures the legs automatically in both the folded and the extended positions. Improved leg design gives added strength with greater comfort. All-welded construction. Extra strong under-bracing with tops laminated to the frame with special hot press glue process. Reinforced recessed steel apron.

FOLDING PLATFORMS

TABLE & CHAIR CADDIES

Write for complete catalog, today!

Midwest **FOLDING PRODUCTS** SALES CORP.
Dept. 78A, ROSELLE, ILLINOIS

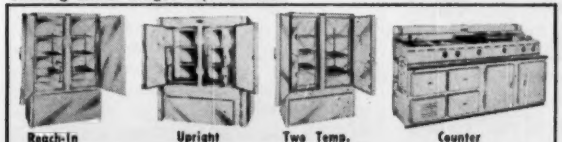


Model M 16-DF-U H. 36½", L. 60", D. 29" — Capac. 960 sq. ½ pints (Open Drop Front Height 29" to floor) Available in 10 models — self-contained

FOSTER Welded All-Aluminum Drop Front Milk Refrigerators*
*Pat. Pending

SPEEDS SERVICE • SAVES MONEY • SAVES SPACE IN YOUR SCHOOL CAFETERIA

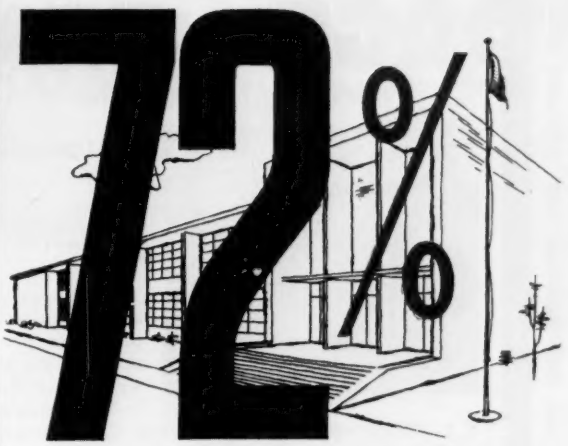
The FOSTER Welded All Aluminum Drop Front Milk Refrigerator is the answer to the milk dispensing problem in schools all over the country.
And most important—they're priced low, and right to meet today's exacting school budget requirements.



Reach-In Refrigerators | Upright Freezers | Two Temp. Refrigerators | Counter Refrigerators

FOSTER BUILDS OVER 200 MODELS OF MATCHED PRODUCTS ONLY ONE TOP QUALITY LINE! NO 2ND OR 3RD LINES!

Foster Refrigerator Corp. Hudson, N. Y.



OF U. S. SCHOOLS TEACHING SHOP TEACH WITH

ROCKWELL-BUILT

DELTA

POWER TOOLS

They're
SAFE
PRACTICAL
ECONOMICAL

and Delta is the world's most complete line of woodworking and metalworking power tools

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Delta Power Tool Division
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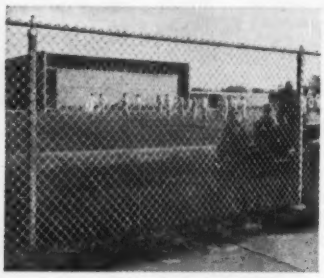
DELTA POWER TOOLS
another fine product by
ROCKWELL

PAGE chain link FENCE

America's First Wire Fence—since 1883



LASTS LONGER—COSTS NO MORE

It's *Aluminized!*

• Here's important, money-saving news *for you*. By a patented process Page is producing a *great new wire* which provides better, longer-lasting fence protection at a substantial long-range saving. Commercially pure aluminum is bonded to fence fabric wire and thus combines the strength of steel with the corrosion resistance of aluminum. ASTM salt spray tests show that for equal thickness of coating, the new aluminized wire outlasts galvanized wire by more than 2 to 1, yet with all the advantages of this *new* fence fabric it costs no more to buy and install a Page Chain Link Fence with ACCO Aluminized Fabric. In terms of years of unfailing service your investment can be halved or more. And to be sure of expert, reliable workmanship your fence will be engineered and erected by a nearby, long-experienced member of Page Fence Association. For helpful Page data...

Write to PAGE FENCE ASSOCIATION, Dept. N, Monessen, Pa., Atlanta, Bridgeport, Chicago, Denver, Detroit, Houston, Los Angeles, New York, Philadelphia or San Francisco.

PRODUCT OF PAGE STEEL & WIRE DIVISION OF AMERICAN CHAIN & CABLE COMPANY, INC.

Pella® WOOD folding doors are "CHILD-PROOF"

That's because PELLA WOOD FOLDING DOORS are engineered to take abuse. Exclusive spring hinge and laminated wood core block construction leave nothing to warp, tear, peel or puncture.

PELLA'S "Lamicor" process, assures vertical alignment indefinitely. Even in basement recreation rooms and cafeterias.

Operate smoothly and quietly on nylon rollers. Four veneers available: Pine, Oak, Birch and Philippine Mahogany.

Pella® WOOD FOLDING DOORS

MAIL COUPON TODAY

ROLSCREEN CO., Dept. J-19, Pella, Iowa

Send free literature on how to use PELLA WOOD FOLDING DOORS.

SCHOOL

ADDRESS

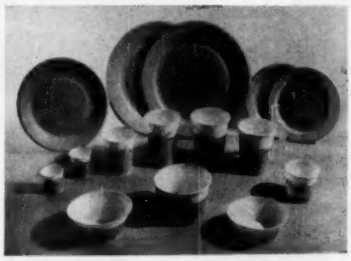
CITY ZONE STATE

ATTENTION MR.

Distributors in U.S. and Canada

Attractive Floral Design in Disposable Food Service

Matched food service in an attractive new "Floral" design is introduced by Dixie. The disposable service includes fifteen basic items which can be used in various combinations to suit the requirements of

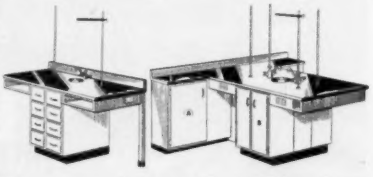


the school, college or hospital. Green and brown are used in the colorful design. The all-paper service brings clean-up time to a minimum, provides light tray service, reduces noise and the new "Floral" design makes attractive trays. **Dixie Cup Co., 24th & Dixie Ave., Easton, Pa.**

For more details circle #901 on mailing card.

Unit-Lab Science Equipment Is Functional and Versatile

Designed to produce functional and versatile laboratory facilities especially suited to modern teaching methods, the new line of Unit-Lab educational science equipment features flexibility. It is designed to allow the widest possible selection of components within a given piece of equipment. Basic equipment can be selected, grouped into assemblies, then fitted with the desired tops, fittings, sinks and storage facilities.



The two and four-student tables shown illustrate the flexibility of arrangement that is possible. Individual or group class activities can be carried on, as no student directly faces another and the tables provide individual laboratory work space for study.

Each table includes a choice of storage units and is equipped with a 10-inch cylindrical stainless steel sink, two laboratory faucets with integral gas cocks and duplex 110-volt outlets. Fine materials and workmanship are used in the construction of Unit-Lab equipment. All joints are glued, screwed and blocked to form a rigid unit and frames are constructed with metal pinned mortise and tenon joints. Acid resisting material is used as work tops on all units and a choice of type is available. The wood bases are available in a choice of four finishes which are mar and stain resistant and specifically formulated for use on laboratory units. **Laboratory Furniture Co., Inc., Old Country Rd., P.O. Box 590, Mineola, L.I., N.Y.**

For more details circle #902 on mailing card.

(Continued on page 112)

A NEW CORONET SPECTACULAR...

HIGH SCHOOL PROM

Coronet's newest spectacular takes an intimate look at the high school prom! In a highly realistic story, the film presents all the events connected with this exciting social evening — against the glamorous background of the dance itself.

The film focuses on the behavior of two young couples, whose correct etiquette and proper conduct serve as models for the high school audience. Highlights are: Asking for date, pre-party arrangements, getting to the dance, how to behave and what to do when dance is over.

The use of synchronized sound, amid settings of an actual prom, heightens the reality of the occasion. The film answers the many questions of young people about this important event.

This 1½ reel (16 min.) film is available in full, natural color or in black-and-white. Preview it today! Other new Coronet films for use in high schools (all in color or black-and-white):

English Literature: The Eighteenth Century (1¼ reels) Story of Our Number System (1 reel)
Rubber in Today's World (1 reel) English Literature: The Elizabethan Period (1¼ reels)

WRITE FOR PREVIEW . . . Use the coupon to receive preview prints of the films you wish to consider for purchase; or for a list of the Coronet libraries from which they may be rented.

CORONET FILMS

The World's Largest Producer of Educational Films
CORONET BUILDING CHICAGO 1, ILLINOIS

CORONET FILMS, Dept. NS-158
Coronet Building, Chicago 1, Illinois

☐ Please send me preview prints of the films I have checked below.

(Please do not check if interested in rental only)

☐ High School Prom
☐ English Literature: The Eighteenth Century
☐ English Literature: The Elizabethan Period
☐ Rubber in Today's World
☐ Story of Our Number System

☐ Please send me a copy of your latest catalogue describing all Coronet films available for purchase or rental.

Name_____
School_____
Address_____
City_____ Zone_____
State_____

STEAM KETTLE BRUSH

POT'N PAN BRUSH

KITCHEN KLEENUP

"TWO-WAY" OVEN BRUSH

KLENZADE

"FIT-THE-JOB" NYLON BRUSHES

Especially Designed for Food Service Cleaning

Husky, heavily tufted brushes of stiff long wearing Du Pont "Tynex" crimped nylon in "Bi-Nu"® composition waterproof blocks. Each brush designed for high efficiency scrubbing and to "fit-the-job" in institutions and food service.

- ***Never Get Soggy***
- ***Outlasts All Others***
- ***Cut Cleaning Costs***

Write for Brush Catalog
KLENZADE PRODUCTS, INC.
BELOIT, WISCONSIN

Cut Maintenance $600

yearly per unit with

WORLD Hand Dryers

Best By Test!
Factory Guaranteed!

THOUGHTFUL BUYERS USE WORLD!
Marshall Field & Co.
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Union Pacific Railroad
Libby-Owens-Ford
Frick Building
U. S. Army
U. S. Navy
Gimbel Brothers
Howard Johnson's
Alton, Ill. Schools
Pick Hotels
Gulf Oil

Each high speed WORLD Hand Dryer can save up to $600 per year on paper and maintenance . . . dry hands fast as towels . . . keep washroom clean and sanitary.

Prove it to yourself under our FREE trial offer! Full details on request.

MAIL THIS COUPON NOW!

WORLD DRYER CORPORATION F
616-22 W. Adams St., Chicago 6, Ill.

Gentlemen: Without obligation send me copies of letters from users, also folder of facts including cost-saving figures and full details on your FREE-TRIAL offer.

My name_____
Firm name_____
Street_____
City_____ State_____

What's New . . .

Literature and Services

• A **Progress Chart** for typing students is now available from the School Department of Royal McBee Corporation, Port Chester, N.Y. The handy new chart is designed to show at a glance the fastest speed attained by each typing student during a timed test. It serves as a visual incentive for each student, yet records both speed and accuracy so that accuracy will not be lost in obtaining speed. Teachers can quickly record development and improvement of students and the chart is large enough for listing forty students' names and for recording the results of as many as sixteen timed tests.

For more details circle #903 on mailing card.

• The new edition of the **Seal-O-San Basketball Coaches Digest** is now available from Huntington Laboratories, Huntington, Ind. The 17th annual edition contains 64 pages with articles written by well-known basketball coaches.

For more details circle #904 on mailing card.

• **Shadowal Concrete Masonry Block** is the subject of an attractively printed 12-page brochure released by the National Concrete Masonry Assn., 38 S. Dearborn St., Chicago 3. Described as "the block with 1000 faces," Shadowal Block is shown by itself and in interesting installations in a series of attractive black and white sketches.

For more details circle #905 on mailing card.

Why the great growth of MOSINEE TURN-TOWL SERVICE in school washrooms?

1. The towel itself will outperform any other towel for its ability to absorb water quickly, thoroughly.

2. Controlled Turn-Towl cabinet dispensing cuts towel consumption from 40% to 50%.

3. Cabinet holds 417 towels. This plus fewer used towels to handle keeps maintenance time and costs at a minimum.

4. Low cost of Turn-Towl service benefits citizens who pay school costs.

Find out how Turn-Towls can save you money . . . improve *your* washroom sanitation. Get complete details by mailing the handy coupon below.

MOSINEE Sulphate Towels

BAY WEST PAPER CO.
1106 West Mason Street
GREEN BAY • WISCONSIN
Subsidiary of Mosinee Paper Mills Co.

CLIP THIS COUPON AND MAIL IT TODAY

BAY WEST PAPER CO.
1106 West Mason Street
Green Bay • Wisconsin
Please send me the free Turn-Towl Kit with complete information on Turn-Towl Service.

Firm.....
Address.....
City..... Zone... State.....

• A new four-page catalog sheet on the **Model PD-500 Closed-Circuit Television Camera** manufactured by General Precision Laboratory, 63 Bedford Rd., Pleasantville, N.Y., is now available. Information includes features of the new camera with full description of the design characteristics, built-in power supply and control accessories for complete remote operation. Detailed specifications are given.

For more details circle #906 on mailing card.

• The complete line of products offered by the C. Howard Hunt Pen Co., Camden 1, N.J., is described in a new 24-page catalog available from the manufacturer. **Catalog No. 30** contains actual sized views of each Boston Pencil Sharpener model, with information on the complete line of Hunt products.

For more details circle #907 on mailing card.

• A new 20-page manual gives full technical information on the **Geyser Grid System** for curtain walls and windows. Released by E. K. Geyser Co., 915 McArdle Roadway, Pittsburgh 3, Pa., the manual contains detailed diagrammatic drawings of the system and its uses, photographs of installations and full specifications, together with recommendations of how to design economically with the Geyser System.

For more details circle #908 on mailing card.

• An 8-page specification sheet, printed in three colors, presents up-to-date information on **Korok Steel Chalkboard**. Four different methods of installation are discussed, as are the three types of Korok Steel Chalkboards and the standard and special sizes and colors available. The brochure is offered by The Enamel Products Co., Korok Div., 341 Eddy Rd., Cleveland 8, Ohio.

For more details circle #909 on mailing card.

• **"Window Decorating Made Easy by Kirsch"** is the title of a comprehensive guide to window decorating published by the Kirsch Company, Sturgis, Mich. Suited to the needs of teachers and students, the educational book has 32 pages of information on planning window effects, with instructions for choosing and using fabric and a removable color kit for a guide.

For more details circle #910 on mailing card.

• **"Lightsteel for School Construction"** is the title of a new 22-page booklet issued by Penn Metal Co., Inc., 40 Central St., Boston 9, Mass. The varied uses of its light steel structural sections in school construction are illustrated and described. Typical classroom arrangements are shown in three sets of plans, drawn in perspective.

For more details circle #911 on mailing card.

• The 31st **Annual Photograph Competition** for junior and senior high school students is again sponsored by Scholastic Magazines and Ansco. All junior and senior high school students in the United States and its territories are eligible to enter one of the four divisions. Cash and merchandise prizes will be awarded in 15 classifications. A rules booklet containing full information is available from Scholastic-Ansco Photography Awards, 33 W. 42nd St., New York 36.

For more details circle #912 on mailing card.

(Continued on page 114)

Montgomery

SYNCHRONOUS PROGRAM CLOCKS

automatically operate signals of any school . . . ideal for new or existing systems

low cost . . . easy to install

MODEL 'A-4'

MODELS 'M' & 'L'

NEW! MULTI-CIRCUIT

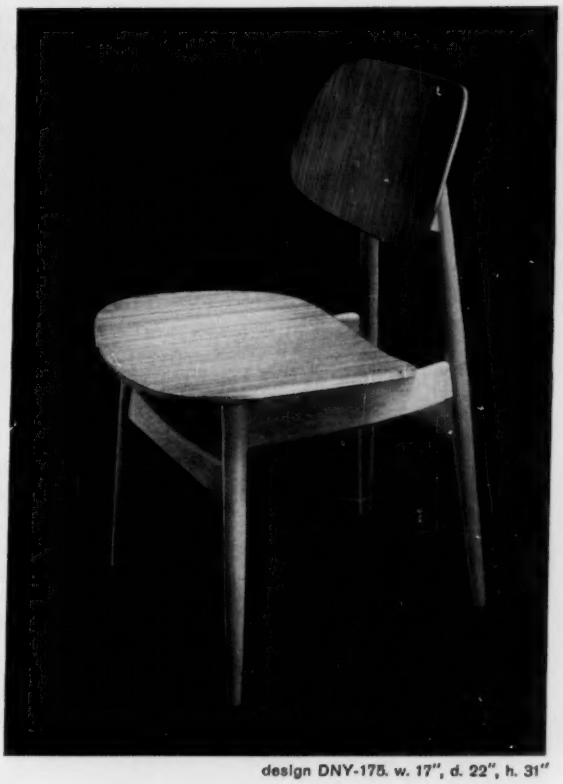
provides complete automatic operation of 1 to 5 separate schedules on 1 to 5 groups of signals. Signals adjust from 2 to 25 seconds. Calendar switch regulates automatic operation. Clock and program mechanism set by turning hands. Special signals, by push-buttons, do not disturb automatic operation. 12 or 24 hour models.

ONE & TWO CIRCUIT

Complete automatic operation of 1 or 2 circuits on pre-arranged schedules. 12 or 24 hour models with 2 to 25 second signals. Regulated by automatic calendar switch. Perfect synchronization; set by turning clock hands. Push buttons for special signals do not disturb automatic operation. Easily installed in new or existing system.

SEE YOUR SCHOOL SUPPLY DISTRIBUTOR OR WRITE FOR DETAILED INFORMATION

MONTGOMERY MFG. CO. OWENSVILLE, INDIANA



design DNY-175. w. 17", d. 22", h. 31"

BETTER BUY

U.S. SAVINGS BONDS

for a BETTER FUTURE

UNEXCELLED

for simplicity, comfort and strength

design DNY-172.
w. 21", d. 21", h. 32"

127 years makers of chairs and tables for public use.

Write us about your seating needs. We will send appropriate illustrated material.

THONET INDUSTRIES, INC., Dept. G

ONE PARK AVENUE, NEW YORK 16, N. Y

THONET INDUSTRIES INC

SHOWROOMS: NEW YORK, CHICAGO, DALLAS, LOS ANGELES, MIAMI, STATESVILLE, N. C.

What's New . . .

• "To meet the growing need for improved educational facilities in schools of the future," writes The Douglas Fir Plywood Assn., Tacoma 2, Wash., in its portfolio on **"Schools of the Future,"** "a design conference was held. We called together six of the country's eminent architects to . . . meet the challenge for tomorrow's schools with provocative, new ideas in building and equipment. The results . . . are shown here. Fir plywood has an important place in the graphic development . . . but does not dominate it." The six presentations in full color making up the portfolio material should interest everyone interested in schools.

For more details circle #913 on mailing card.

Film Releases

"Lifelines U.S.A." the story of U. S. merchant ships, 16mm sound motion picture. "Mainline, U.S.A.," film on railroading, 20 min., sound, color film. **Association Films, Inc., 347 Madison, New York 17.**

For more details circle #914 on mailing card.

"Wisconsin Geography—An Introduction," "Wisconsin Mining and Manufacturing" and "Wisconsin Agriculture," produced for elementary schools but suitable for high school and adult groups, all 16mm films, sound and color, each about 20 minutes. **Bureau of Audio-Visual Instruction, 1312 W. Johnson St., Madison, Wis.**

For more details circle #915 on mailing card.

"Learning New Numbers-Decimals," new set of 8 color filmstrips with captions. "Tales of Far-Away Folk," four color filmstrips with captions for primary grades: "The Lost Ring," a tale from Japan; "The Kidnapping of Sita," a tale from India; "Johnny and the Giant," a tale from Ireland, and "The White Elephant," a tale from Egypt. **Filmstrip House, 347 Madison Ave., New York 17.**

For more details circle #916 on mailing card.

Suppliers' News

American Photocopy Equipment Co., 1920 Peterson Ave., Chicago 26, manufacturer of Apeco photocopy equipment and supply items, announces the purchase of the **Plastic Binding Division** of the **Cummins-Chicago Corporation.** The Apeco purchase includes the operating equipment and inventory of the Plastic Binding Division which manufactures a punch unit and a binding unit for inserting the plastic binding through the punched holes.

American-Standard Plumbing and Heating Division, 40 W. 40th St., New York 18, announces the opening of new Chicago showrooms at **206 N. Michigan Ave., Chicago 1.** The modern showrooms of contemporary design will display the plumbing fixtures, central air conditioning systems, water heaters, compact boilers, baseboard heating panels and radiators manufactured and marketed by the Plumbing and Heating Division of the corporation.

Service Appliance Co., Norwalk, Conn., announces the sale of all Peelmaster production and repairs to **The Silex Co., 3rd and Dauphin, Philadelphia 33, Pa.**

The Society for Visual Education, Inc., 1345 Diversey Pkwy., Chicago 14, announces an important change in the distribution policy of that company and the **Ampro Audio-Visual Division of SVE.** Effective January 1, 1958, the Society for Visual Education will devote its total resources exclusively to the production and distribution of filmstrips. All SVE and Ampro equipment and accessories will be manufactured and distributed by **Graflex, Inc., Rochester, N.Y.** Graflex, Inc. is the parent company of SVE, a member of the **General Precision Equipment Corporation Group,** and a leading producer of precision photographic equipment for more than sixty years. SVE will assist educators in the selection and utilization of filmstrips best suited to improving their instructional programs and will sell direct to the school or other organization, as well as through the dealer selected by the purchaser.

West Chemical Products, Inc., 42-16 West St., Long Island City 1, N.Y., is the new name of the firm formerly known as **West Disinfecting Company.** The increasing growth and diversification of the company's activities made the original name too limited. The new name was selected as more representative of the hundreds of chemical specialties for protectvie sanitation and preventive maintenance manufactured by the company.

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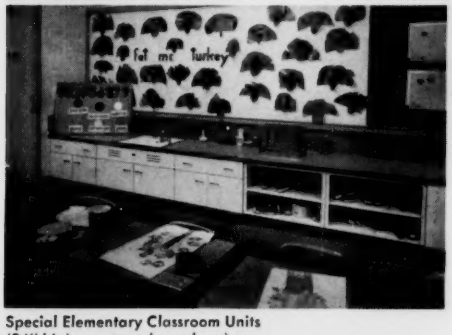

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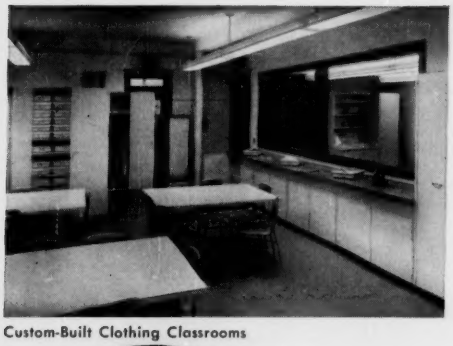

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